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ABSTRACT

These proceedings contain the presentations made at a conference held to disseminate results of teacher training and special demonstration projects (funded by the Adult Education Act, Title IV, Section 309) which had recently been conducted in Virginia and other middle eastern and southeastern States. Also included in the proceedings are papers by two conference consultants, Harold Beder and John Niemi, who spoke on the difficulties inherent in dissemination and suggested strategies for more effective diffusion and adoption of innovations. The rest of the papers are grouped under the following topics: (1) Student development in adult basic education (ABE), including recruitment and retention, teaching strategies, lifestyle assessment, and evaluations (nine papers); (2) teacher competencies: inservice needs and problems (one paper); and (3) special programs including inservice education, ABE in correctional institutions, and community education (three papers). Information on the conference, including lists of staff, guest speakers, project presenters, and participants, is also included.

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ADULT BASIC EDUCATION: RESEARCH, DEVELOPMENT AND DISSEMINATION

Proceedings of the 1976 Virginia ABE Dissemination Conference

Co-editors: Marilyn B. Shaw
Harold W. Stubblefield

U.S. DEPARTMENT OF HEALTH,
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The Conference was enriched by the participation of almost 150 ABE Supervisors and teachers from Virginia. Their active, responsive involvement contributed significantly to the overall success of the Dissemination Conference.

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INTRODUCTION

These proceedings contain the presentations made during the 1976 Virginia Adult Basic Education Dissemination Conference in August in Staunton, Virginia. The purpose of the conference was to disseminate results of teacher training and special demonstration projects funded by the Adult Education Act, Title IV, Section 309, which had recently been conducted in Virginia and elsewhere in Region III. Participants attending the conference were ABE teachers and supervisors in Virginia. The intention was to provide participants with information, insights, and materials which would contribute to their effectiveness in working with adult basic education students.

The conference itself was funded by a '309' project grant from the Adult Education Service of the Virginia State Department of Education to Virginia Polytechnic Institute and State University. It was conducted by VPI & SU's College of Education Adult and Continuing Education Program Area. Dr. Marilyn B. Shaw, as the principal project director, assumed responsibility for organizing and managing the conference.

The papers included in these proceedings were prepared by their authors. They represent the seven funded Virginia ABE projects presented at the Dissemination Conference as well as one project each from West Virginia, Delaware, Maryland, Pennsylvania, the District of Columbia, and North Carolina. Also included in these proceedings are papers by the two Conference consultants, Professors Harold Beder and John Niemi.

Most of the papers report on strategies or programs developed in various localities to facilitate the specific learning experience of ABE students. Several other papers review general programs or situations in overview. One study is concerned with isolating a set of desirable ABE teacher competencies. Two papers outline the difficulties inherent in the dissemination process and suggesting strategies for more effective diffusion and adoption of innovations. The reader will notice the wide diversity of topics investigated in the funded projects. This diversity testifies to the complexity of the field of Adult Basic Education and to the wide range of interests of persons associated with the field.

One of the perennial problems which plagues practitioners and researchers in ABE concerns the dissemination of research and demonstration projects. This conference and the proceedings are two ways in which this problem may be combatted.

DISSEMINATION PROCESSES AND STRATEGIES

THE DISSEMINATION-UTILIZATION PROBLEM
IN ADULT BASIC EDUCATION

Dr. Harold Beder
Assistant Professor of Adult Education
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Dr. Beder served as a consultant to the 1976 Virginia ABE Dissemination Conference. His charge was to make a presentation on the Dissemination-Utilization process in ABE, describing common problems associated with spreading knowledge, ways of doing things, and products. In this paper, Beder makes a number of suggestions for more effective dissemination and utilization of ABE research and development projects.

The Adult Education Act, which is the basis for funding ABE, requires that 15 per cent of all ABE monies be allocated to special demonstration and training projects. Yet, historically these projects, popularly known as 309 projects, have had very little impact on the local ABE programs which they were intended to serve. In fact, many adult education practitioners have never heard of four 309 projects which have been widely publicized in recent years. When local ABE supervisors and teachers are relatively unaware of 309 results, it is safe to say that we have a dissemination-utilization problem.

First let me define dissemination and utilization. Dissemination is the process of spreading knowledge, ways of doing things and products from persons to persons or from groups of people to other groups of people. Utilization is the act of using or adopting knowledge, ways of doing things or products. Dissemination, which is basically a communication process, is necessary for producing utilization, but

usually not sufficient. Let me stress that. Not only must we communicate information about 309 results, we must pay attention to the factors which cause a local supervisor or teacher to use or not to use 309 results. In short, the problem is one of dissemination and utilization, not one of dissemination alone.

Several years ago the Center for Adult Education of Teachers College, Columbia University conducted a national study of 309 dissemination and utilization. The results of that study will be the basis for my presentation today. In conducting that study, we conceptualized the dissemination-utilization problem as having three parts. One component was the USOE Bureau of Adult Vocational Technical Education-Division of Adult Education. This was the agency which funded and monitored 309 projects. The second component we studied was the 309 projects themselves, for the 309 projects are the ones who are producing new products and ways of doing things. Finally we studied local ABE programs across the country, for ABE programs are the intended users of 309 results.

One thing we found was that of the 805 ABE directors surveyed, a majority had never heard of six of the seven widely disseminated 309 projects. More disturbing, however, was the finding that 65.1 per cent of the directors had never used a product or idea from a 309 project and only 13.4 per cent had used more than one product or idea from a 309 project. Why does this dissemination-utilization problem exist? We do not have all the answers, but here are some of the more likely causes of the problem.

The first cause is what we call the problem of focus. We found that most 309 projects failed to target their dissemination activities on local ABE programs which should have been the intended users. One project we studied, for example, was primarily disseminating its products to educational television stations. Another was trying to disseminate to community leaders in the Midwest. We studied only one case where a coordinated effort had been made to target and focus dissemination on local ABE supervisors and teachers. In short if 309 projects were communicating their results, they were not communicating them to those who supposedly were to use them.

A second major problem is that most of the products produced by special projects just did not meet the needs of local ABE programs. Meeting the needs is actually a complex problem. Often, for example, a 309 project would produce a product which had only regional applicability. In one case a Texas based project produced counseling materials quite valuable in the Southwest, but ABE directors in the Northeast reacted strongly against the materials because they were filled with cultural references to the Southwest. Another 309 produced video taped ABE lessons that contained many references to Wisconsin. This surely limited use outside Wisconsin. Part of the reason for the failure of 309 products to meet local ABE program needs was that local ABE personnel have had very little say in determining what kind of special projects would be funded. Hopefully we will see that situation changed.

A third major problem is that most 309 projects are temporary systems. They are established purely to conduct the project, and when the project

is completed, they go out of business. That means that once the project is over, there is no one left to disseminate, no one left to train ABE personnel in using the product, no one to even answer questions about the product. There is one 309 project that produced over a million dollars in materials which are now sitting on a shelf gathering dust, because there is no one left to disseminate them. It is very difficult, almost impossible, to even get final reports from 309 projects that have terminated more than three years ago.

Still another important problem relates to the cost of adoption. Now most local ABE programs just do not have that much money to spend on new ideas or products, and if you are a part time supervisor or teacher, you do not have much time either. Yet many 309 products are quite expensive in terms of the money it takes to purchase them and the time it takes to adjust your ABE program to the new idea or product. Then there are the issues of tryability and divisibility. Tryability refers to the fact that most ABE supervisors want to try out a product before they commit themselves to adopting it, and divisibility refers to the fact that many supervisors might wish to use part of a product without committing themselves to adopting the entire package. So not only should a 309 product have a reasonable cost of adoption, it should also be both tryable and divisible.

A 309 product should also be modifiable and many of them are not. Modifiability refers to the notion that an ABE supervisor or teacher should be able to easily adopt a 309 product to his or her own local

situation. Under the old 309 system, what often happened was that a 309 project would develop a new product or system for local or regional use. That meant that something produced by a project in Louisiana was not usable in Boston unless it was significantly re-worked. Yet re-working a product takes time and money, and some 309 products could not be re-worked regardless of time and money.

And then there is the concept of complexity. Some 309 products are incredibly complex, especially if the product is a new delivery system or teaching method. Generally speaking, the more complex a product is, the harder it is to disseminate. Complexity means that face-to-face training and technical assistance will probably be needed in order for someone to use a very complex product, and such dissemination methods are costly in time and money.

When you look at the literature of dissemination, one issue which nearly everyone notes is the issue of proximity. Proximity refers to how close the disseminator is to the user. Fifty years ago most people looked at proximity from the standpoint of geographical location, but in our technological world, through TV, California can be as close as the public library. The point, however, is that dissemination is facilitated when the disseminator is close to the user, and proximity can present a problem especially in the most rural parts of our country. Proximity can be a strong asset to a disseminator, however, but many of the old 309 projects apparently did not realize that, for they mounted large scale national dissemination campaigns without realizing that

there were hundreds of local programs nearby which could have used their products.

As I mentioned before, dissemination is basically a communication process. Communication generally takes place through a communication network. I tell you, you tell someone else, and so on. Our research found that there are communication networks among most ABE supervisors in a given locality and to a certain extent among ABE teachers. You see each other at meetings such as this; you interact with the State Education Department, and you socialize together as friends and colleagues.

I am sure you would agree that much of what you learn about ABE is communicated through this person-to-person, and verbal communication network. The problem is that most 309 projects are isolated from those communication networks through which most information is passed to local supervisors and teachers. Unfortunately, 309 projects are just not part of the fraternity of ABE supervisors.

The first thing that a disseminator should do, then, is to identify the communication channels through which local ABE personnel actually receive their information, and then to tap into that network. This is all too seldom done.

If a 309 project is going to disseminate something to you, there are three kinds of information you should want to know. First you are going to want a description of what the product or idea is in plain, clear language. Next you are going to want to know how good the product or idea is and for this you will need evaluative information; and thirdly

you will want to know how to go about replicating or using the idea or product. More simply, you will need to know what the product is, how good it is, and how to use it. Though this is just good common sense, unfortunately most 309 projects only give the first part of the message and fail to convey evaluative information or 'how to do it' information.

Up to this point I have been primarily talking about the problems of dissemination. Yet, if you remember back away, I stressed that dissemination was but half of the problem-that utilization was equally important. Let us now concentrate on utilization-or more specifically, what factors effect whether or not a local ABE program will use new knowledge, products or ways of doing things. In order to study utilization, the Center for Adult Education of Teachers College, Columbia University, sent a survey to 50 per cent of the ABE directors in the United States. Of these 1,158 directors, 897 returned the survey for a response rate of 77 per cent, which is quite high. One of the things we tried to measure in that survey was what makes for an innovative ABE program. Innovation was defined as the act of using new products or ideas. We measured innovativeness in three ways. First, we asked the directors to indicate whether they had used any of six innovations in ABE, and that way we derived an innovation index. Next we asked the director for a self assessment of this program's innovativeness, and finally we asked each director to nominate the three most innovative ABE programs in the state. From the nominations list we identified 111 of the most innovative programs in the United States. Let me tell you what we found.

Looking at the 111 most highly innovative programs identified from the nomination list, we find that highly innovative programs are slightly more likely to be administered through a community college and have been operating for a longer period. The average operating period for innovation programs, for example, was 7.8 years while the average program had been operating for 6.5 years. Innovative programs were significantly larger. The average enrollment of the 111 highly innovative programs was 851 students compared to 296 students for the average program. Highly innovative programs experience less difficulty recruiting students. Only one third of the highly innovative programs report such difficulty, while half of the average programs do. Highly innovative programs had an average budget of \$100,000 while the average program's budget was \$35,000, and highly innovative programs were much more likely to have their own facility. Highly innovative programs reported that on the average 75 per cent of the teachers had had in-service training, while only 63 per cent of the teachers in average programs had received training; and finally, highly innovative programs report lower teacher turnover, employ nearly twice as many teachers on the average and report that they are highly secure. What this data suggests is that larger, richer, more secure programs are more apt to be users of new ideas and products in ABE.

The analysis I have just presented was rather crude, so we decided to play more sophisticated games with our computer. Taking the innovation index I discussed before and the director's self reports

of their innovativeness, we ran multiple regression analysis on several variables which we suspected might account for innovativeness. We found that by far the most important variable was the professionalism of the ABE director or supervisor. Professionalism was defined according to the percentage of time the director allocated to ABE, his future ABE career plans, his activity in Adult Education professional associations, and his formal education in Adult Education. We also found that program size, budget, and security were important variables in understanding innovativeness.

Why is the director's professionalism such an important ingredient in the utilization of new products and ideas? Well, we do not know for sure, but we do have three suggestions. First, we would guess that more professionalized directors are more a part of the information networks through which information about new ideas are passed. They go to meetings; they read the journals, and they are in more frequent contact with the State Education Departments. The second reason is interest. Professional directors are more interested in ABE and they are more likely to seek out information. Thirdly is the notion of capacity. Capacity refers to the time and money which is available to use for adopting new ideas and products, and full time directors who have their own facilities have a greater capacity for utilization.

We also asked our respondents what had inhibited them from adopting 309 ideas or innovations. Here are the results. Fifty-nine per cent of the directors said that insufficient time was a very important barrier

in adopting new ideas. I am sure you also experience the time problem, especially if you are a part-time supervisor. Fifty-three per cent of the respondents said that insufficient funds was a highly important barrier, and this seems logical also. When you are operating on a shoestring, you do not have the start up or risk capital to invest in new ideas or products. Twenty-eight per cent of the directors indicated that insufficient information was a highly important factor and 26 per cent mentioned that need for retraining was highly important. Only 8 per cent said that lack of staff support was a highly important factor, and only 7 per cent said that interference from superiors was a highly important problem. So time and money appear to be the greatest barriers to utilization, and these are very difficult barriers to deal with, indeed.

Well, I have been talking for about a half hour now and it is about time that I summed up some of the concepts I have been speaking about. I think I can sum things up rather nicely by reexplaining six concepts which seem to me too terribly important to understanding dissemination and utilization. The first concept is relative advantage, a term used by Everett Rogers. Simply put, relative advantage means that no one will adopt a new idea or product unless it is in some way better than the status quo. Following up on this notion, we can expect little adoption unless that product or idea helps an ABE program to better fulfill its mission, the education of undereducated adults. We can also say that it is up to the disseminator to convince the adopter that the product or idea is a better way, and that generally requires

competent evaluative data. Capacity is the second concept. Capacity means that a local ABE program must have the ability to adopt a certain innovation, and ability refers to enough money, time, staff, and expertise. You can not expect to pour six gallons into a six ounce glass. Organizational security is the third concept. If your program is in constant turmoil because of funding insecurity, recruitment problems, and lack of local support, you have to worry about surviving before you can afford to think about innovation.

Another crucial concept is communication network, for it is through communications networks that we learn of new ideas and products. ABE programs that are isolated from communications networks are not privy to information about new ideas, and it is no wonder that they fail to adopt them. We need to establish new communication networks and strengthen those which already exist.

Professionalism is the fourth concept, a very important concept which we stressed earlier. Research strongly suggests that use of new ideas and products will significantly increase if we can increase the professionalism of our ABE staff. Let me say something more about professionalism. I do not mean to imply that part time ABE personnel are not professionals from the standpoint of effort, devotion, or kindness of soul. It is just that we need to know more about our business and that generally requires more than what most part timers can reasonably be expected to give!

Now for the last concept. I call it product. The products we disseminate within the realm of reasonable expense must meet the needs of

local ABE programs, and they should be tryable, divisible, and modifiable. Moreover, they should be simple enough to be understood. I remember that it took four graduate students three days to really understand one 309 product we studied!

And now for the finale--Hal Beder's biased recommendations for improving dissemination and utilization in ABE.

1. If we are going to improve dissemination and utilization, we must have a permanent dissemination system which will store and disseminate ideas and products long after the developers have departed from the scene. Moreover, this permanent system must develop channels of communication that reach right down to the over 3000 local ABE programs in the United States. Then, once the permanent system has made you aware of new ideas and products, there has to be assistance available to help you adopt these new ideas and products. That means free training, start up capital, and technical assistance. Such a system would be very expensive to operate, but anything less would be a waste of money because it just would not do any good.

2. Today we have just scratched the surface regarding dissemination-utilization. Dissemination is quite technical, requiring considerable knowledge to plan an effective effort. Hence expertise and technical assistance should be available to developers of new products and ideas so that they can plan and conduct viable dissemination efforts. In the same vein, special projects which have proved their merit should be funded additional years purely to disseminate what they have developed.

3. Fifteen per cent of all ABE monies go for 309 projects and that money could be going directly into educating ABE students. Get angry. Be educated consumers. If the 3000 plus ABE directors and the many thousand ABE teachers demanded that special projects meet their local needs, if they demanded that every special project must contribute to improving local ABE practice, then 309 might really work. I truly believe that the 309 program would greatly benefit if local ABE personnel had a strong input into funding policy. Demand it!

4. Finally, in our research travels we discovered that some of the best new ideas and products in ABE had been developed by local programs for their own internal use. The problem was that these diamonds in the rough had not been fully developed. They lacked field testing, evaluation or packaging; they were not quite ready for dissemination. Some agency, perhaps the permanent system I spoke about, should identify locally produced products and ideas of merit and cooperatively assist in relining them for dissemination. Then the agency should plan and conduct a viable dissemination effort in conjunction with the local developers.

DISSEMINATION MODELS: DYNAMIC WAYS TO GET THE MESSAGE OUT

Dr. John A. Niemi
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In this paper, Professor Niemi considers the issues and problems involved in disseminating information and reviews several approaches to diffusion and adoption of ideas and practices in adult basic education.

It is interesting to note that one of the definitions of the dissemination process is to scatter widely, as in the sowing of seed. I like this metaphor because it promises a future harvest. It is in that sense that we, as adult educators, welcome the idea. And the metaphor further suggests that each of us has a role and a responsibility in the sowing of the seed--the mutual sharing of ideas that helps us find out about each other's ideas and practices.

Now, as ABE practitioners, you are aware that a real problem exists with respect to dissemination. How can information about new ideas and practices become known across the state and the country? It is true that some dissemination models have been developed, notably in rural sociology, the health sciences, and educational administration. But, in the area of adult basic education, despite the enormous amount of funding for substantial research, little attention has been given to the function of dissemination and the design of models. As Darkenwald, Beder, and Adelman found in a 1974 study:

Many 309(b) outcomes are never used by ABE Programs. A major reason is that 309(b) projects are temporary and all dissemination activity ceases when projects terminate....Another reason for under-utilization of 309(b) outcomes is that few projects are willing or able to disseminate effectively. Dissemination requires specialized skills and resources beyond the capability of most projects.¹

The policy decision in 1974 to transfer 309 funding from the USOE directly to the States provides adult educators at State and local levels with unusual opportunities. They now have the capability to design experimental and demonstration projects that acknowledge the diversity of the unique groups of adults who become participants in ABE programs. Adult educators can also enjoy the opportunity to disseminate their findings to other ABE personnel. The purpose would be to ensure the sharing and utilization of ideas and practices for the benefit of all. But these opportunities are not free of potential pitfalls. For example, in the absence of a carefully designed dissemination model, funds might inadvertently be allocated to duplicate research that has already been done, or to allow two groups to simultaneously research the same topic. Instead, the funds should go to support new research. With the intention of creating a dissemination model, to serve the needs of ABE personnel, I worked with a graduate assistant, Gary Conti. We were responding to a request from the State of Iowa, and so we called our creation the Iowa Model.² Because this model offers a systematic plan whereby to make certain that new research is fostered at the local level and that the results are widely disseminated, it has implications for other states, including Virginia, and could be easily adapted. I will discuss the Iowa Model shortly.

The need for innovation in ABE was reported by Mezirow, Darkenwald, and Knox in their recent monumental study Last Gamble on Education,³ and Kreitlow has confirmed that

there is a greater concern for developing effective programs for the disadvantaged. This was a major trend in the mid 60's. It may have gone full cycle but it probably will never return to the low level of neglect that existed prior to the Kennedy administration.⁴

Regarding dissemination, Beder and Darkenwald report that it does not just happen, but must be thoroughly planned:

...dissemination is necessary for utilization, but not sufficient. For adoption to occur, a product must take the user's organizational constraints into account....Dissemination is like shooting an arrow. Unless the arrow is aimed at a target and strikes it, there is no score.⁵

The target may be missed because individual practitioners in the field often lack adequate information or resources, and there is no systematic means by which to obtain them. Who, then, bears the responsibility? Clark argues that researchers must be the ones to develop, validate, and package information about innovations. He even urges a further commitment on the part of researchers to demonstrate to practitioners how such innovations could be incorporated into on-going programs.⁶ In the Iowa Model, the disseminator is the Department of Public Instruction, working through the 309 Project Directors.

The Iowa Model satisfies the demand for accountability by building in a rationale that emphasizes planning on the basis of local needs, constructing rationales for individual proposals, field testing of innovations, and dissemination of the outcomes. I will now discuss these activities in detail under the headings Phase I - Planning, Phase II - Testing, and Phase III - Dissemination.

Phase I: Planning

As the model indicates (Figure 1), research on a project to develop a new idea or practice involves two-way communication between the Project Directors and the Department of Public Instruction (DPI). Each can present an argument to the other concerning the value of an idea. When an idea seems feasible, that is, when it meets a perceived local need, the DPI will issue a statewide request for a proposal (RFP). This proposal must be built on a rationale, or a set of reasons or principles, having its base in previous research and/or practice, as revealed through a review of the literature. This review would uncover existing information (in journal articles and other sources) which could influence the project's structure and direction. It would also prevent duplication of previous projects and indicate a void in a particular area of interest to practitioners.

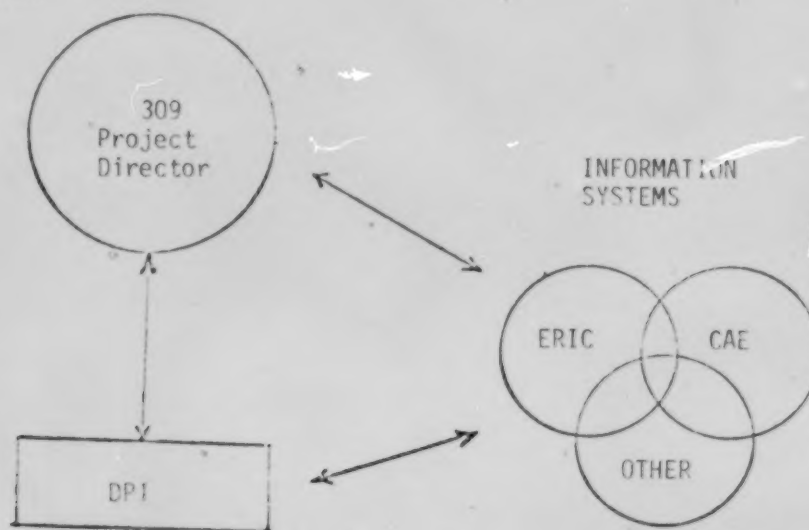


Figure 1

Phase I: Planning

I would like to point out that the ERIC Clearinghouse in Career Education (ERIC/CICE) and the Clearinghouse in Adult Education (CAE) are shown as the principal sources of information. The model illustrates the interlocking communication links between those sources and the Project Directors and the DPI. It implies that individual Directors might conduct their own searches or they might seek the help of the DPI. The latter course of action has certain advantages. The DPI's organization, connections, technology, and experienced staff equip it to expedite a search of the literature and transmit the data quickly to the Project Directors.

The information system known as ERIC/CICE contains approximately 250,000 documents and journal articles. To "talk" to and receive effective help from that system, the Project Directors and the DPI need some understanding of its language and unique features, because "the system rewards most richly the user who approaches it intelligently."⁷ The task is not difficult, especially when we in ERIC are more than willing to lend assistance on an individual basis or through workshops.

Once the search of the literature has been conducted and a rationale developed, the proposal would be written and submitted to the DPI for funding. With this action, Phase I is complete.

Phase II: Testing

In Phase II (Figure 2), we will presume that several proposals have been approved and funded by the DPI. The next step is to test them for their efficacy in a college or other agency setting. In Phase II, the Project Directors involved in 309 projects that have received approval

from the DPI, the funding agency. This network is designed to promote interaction in the form of sharing ideas and resources, discussing problems, and comparing outcomes. The Project Directors also maintain close relationships with the DPI, submitting required progress reports. The DPI coordinates the Project Directors' efforts through personal visits, Telenet, telephone, and correspondence. The DPI also ensures the flow of ideas and materials to the Project Directors from other sources, e.g. other States. During Phase II, both the DPI and the Project Directors continue to call upon the services of the Clearinghouses and other information resources to help with the testing and evaluation of ideas and materials. The Project Directors and the DPI also continue to share progress reports with the Clearinghouses.

Phase II culminates in the design of new practices and materials, based on the results of the field tests. The next step will be to disseminate the innovations to the practitioners.

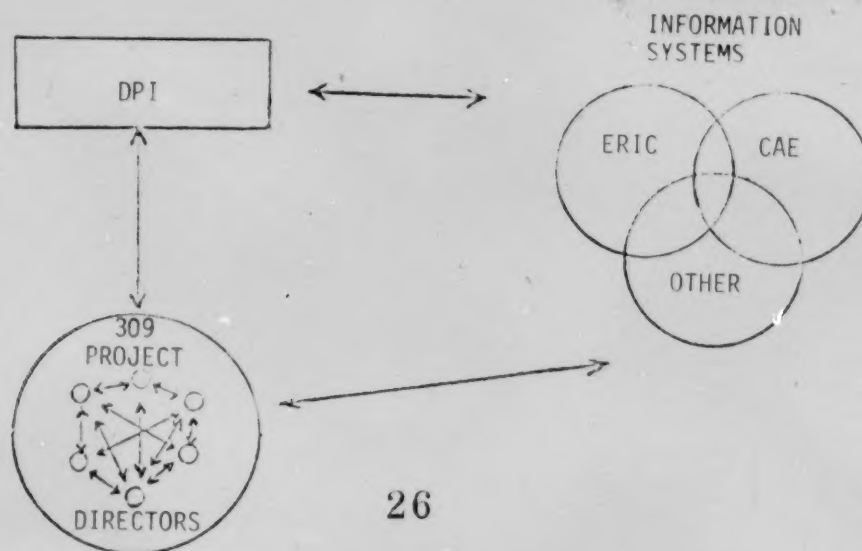


Figure 2
Phase II: Testing

Phase III: Dissemination

We need to remember that the dissemination (sometimes called "diffusion") and adoption of a new idea or practice is a complicated process. However, the pathway to adoption does follow a definite and predictable pattern. The early period, during which the innovation is tried by a small group, is followed by a period of rapid acceptance of the innovation by the majority. Finally, there is a period when the remainder of the practitioners accept the innovation.^{8,9} Rogers and Shoemaker believe that the dissemination process embraces four essential elements: (1) innovation, (2) the communication channels, (3) the time involved, and (4) the social system.¹⁰ When related to individuals, these elements have led to a generally accepted theory that individuals pass through a series of identifiable stages when faced with the adoption of a new idea or practice: awareness, interest, evaluation, trial and adoption.^{11,12}

Phase III (Figure 3) involves a two-pronged approach to dissemination; first, by utilizing the informal network of Project Directors established in Phase II, and, second, by utilizing the user networks which form an essential part of the Clearinghouses' dissemination process. Because many of the practitioners are just becoming acquainted with the Clearinghouses, the bulk of the responsibility for dissemination must lie with the DPI. To accomplish this task, it is imperative for the DPI to establish close relationships with the practitioners in the field. This provision overcomes a major weakness of federally-sponsored 309 research mentioned by Beder and Darkenwald, i.e., the lack of a dissemination component for each project.

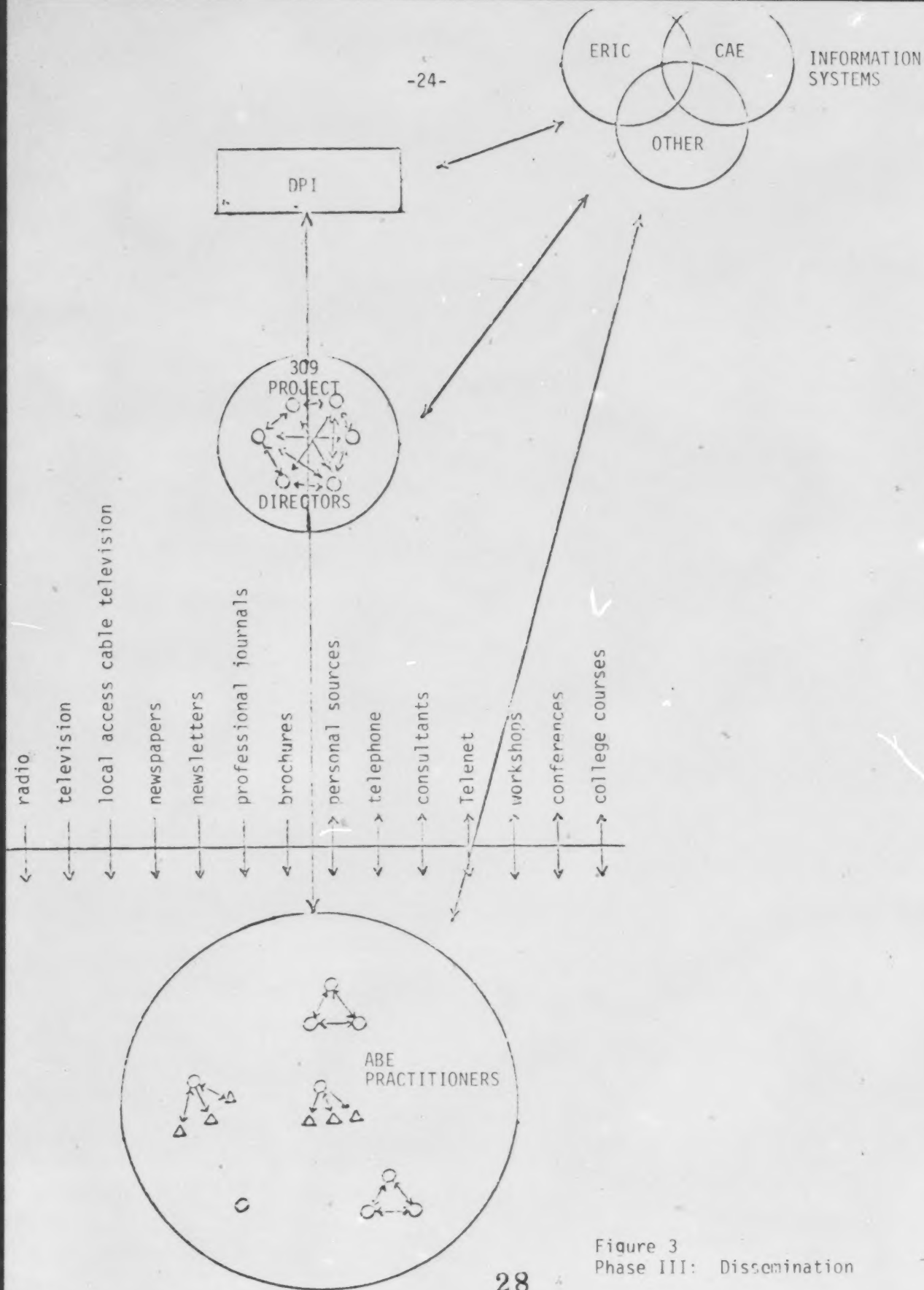


Figure 3
Phase III: Dissemination

In the development of relationships between Project Directors and practitioners, we must realize that certain psychological barriers will present themselves. An important one is resistance to change, which can arise from apathy, lack of experience, fear of change, fear of being a loner in the vanguard, or any combination of these factors. These barriers can seriously interfere with the dissemination process.

How can they be overcome? Our approach should be to devise a variety of dynamic ways to get the message out. Basically, of course, these involve forms or channels of communication. Rogers categorizes those channels as impersonal sources of information and personal communication.¹³ Impersonal sources include media such as radio, television, local access cable television, newspapers, newsletters, professional journals, and brochures. Personal communication calls for social interaction in the form of personal contact, telephone contact, consultants, Telenet, workshops, conferences, and college or university courses.

Both impersonal (one-way communication) and personal (two-way communication) strategies are essential to the effective dissemination of a new idea or practice. Such strategies must be skillfully employed. In one-way communication, this involves an understanding of both the "hardware," or the actual equipment to be used, and the "software," which involves the ability to plan what information is to be presented, when, and by what means. The latter calls for a systematic approach, as Beder and Darkenwald emphasize. To them, dissemination is a communication process which must focus on describing the new idea or process which has been produced. The

description is accompanied by evaluative data explaining the effectiveness of the innovation, according to the field tests conducted in Phase II of our process. Finally, they stress the need for use-replication data that describes how a practitioner could implement the new idea or practice.¹⁴

With regard to the communication strategies that have been discussed, it is important to remember that each of us will differ in our preferences when seeking information; some of us will favor personal contacts, while others will favor the one-way communication provided by professional journals. It must be reiterated that great variations exist among us, particularly in our attitudes toward new ideas or practices. Some of us will be adventurous, others cautious and even reluctant about accepting them. Agencies like the DPI should, then, study their audiences carefully to determine not only what information to give them and when to give it, but how. In this regard, Darkenwald, Beder, and Adelman offer this useful advice:

Another way to assess the potential effectiveness of dissemination strategies is to determine what sources local directors typically rely on for information and assistance. The assumption is that local directors seek information for help in solving problems. If a 309(b) project can tap the sources that local directors typically rely on, the chances that local directors will receive and heed the message are considerably enhanced.¹⁵

The Iowa Model focuses on three approaches--impersonal communication and personal communication from the DPI, through the Project Directors, to the practitioners; and such communication between those groups and the Clearinghouses. For each approach, it is possible to create strategies that can be tested for the dissemination of new ideas and practices. The selection of media poses a challenge, but the task will be easier if we

pay attention to the inherent strengths and weaknesses of each, instead of deciding that a particular one, such as television, is "best." For example, newspapers and newsletters are static, or "frozen," in contrast to the sound that characterizes radio and the motion added by the television tube; yet newspapers and newsletters have value in that they permit the learner to "stop" the message and ponder it. They might, in fact, be the most appropriate media for conveying certain information, and they might also be preferred by some practitioners.

I realize that the irregular schedules of many of our part-time colleagues may preclude the use of radio and television, but special information programs scheduled on a regular basis should not be ruled out. Here, the experience of the Cooperative Extension Service invites review. Another possibility would be for us to organize ourselves into "listening" or "viewing" groups who could use the program content, along with discussion material and questions, in staff development. That approach would require the training of some of us as discussion leaders. If the discussion groups were encouraged to share their experiences and needs with the program directors, the results could be mutually rewarding--the possibility that practitioners would adopt an idea or a practice and the discovery of practitioners' grass-root needs, to which the DPI could respond through funded research and/or retrieval of information from the Clearinghouses. This same process might be accomplished at lower cost by using the local access cable television station or by "piggy-backing" a

video tape to the various colleges, along with the appropriate discussion material. Incidentally, the old Canadian Farm Forum model holds potential for adult educators and would repay careful study.¹⁶

The value of the print media as conveyors of information about new ideas and practices has been discussed. Those media would also be useful for locating ABE practitioners who function as "opinion leaders" in their own settings. Once located, they could be encouraged to compose material on the potential value of an innovation. Of course, the material would carry their names and even their photos. A selective mailing list would seem wise, in view of the costs of printing and postage. Soliciting ABE practitioners to submit articles to professional journals should also be explored.

The value of personal communication can hardly be over-stated. DuGas found it to be the most important channel for the dissemination of new ideas and practices among practitioners.¹⁷ Likewise, Darkenwald, Beder, and Adelman are convinced that "person-to-person disseminations are generally necessary if 309(b) results are to be utilized by teachers, administrators, and others in local programs."¹⁸ In Figure 3 of the Iowa Model, such person-to-person networks emerge informally among the ABE practitioners, to create a two-step flow of communication from the DPI to "opinion leaders," who, in turn, disseminate the new idea or practice to their peers. Anderson also stresses the importance of personal contact in his study involving adult education directors, especially in the initial stage of adoption of an idea or practice. Considerable personal contact took

place between those directors at conferences, workshops, and meetings, as well as by telephone. In addition, they sought information in the form of printed material, such as brochures, from their fellow directors.¹⁹ In effect, such communication spreads not only information, but influence. Again, if an opinion leader discusses a new idea or practice with two other practitioners, and if they pass the information on to their peers, interest in the innovation is generated throughout the population of ABE practitioners.

For the Iowa Model to be effectively used, it is important for agencies like the DPI to discover what kinds of personal communication are favored by ABE practitioners for obtaining information. A survey would help to determine the relative effectiveness of telephone contact, workshops, conferences, and college courses, as well as reveal certain dispositions that affect personal communication. For example, opinion leaders may not seek help from professional experts, but may rely, instead, on persons within their own geographic regions.

Likewise, in planning workshops and conferences, it is wise to research the means by which ABE practitioners are selected for attendance. Are they appointed by a Director? Are they self-appointed? Is selection limited to full-time ABE practitioners? The implication of such research is plain, especially if there are plans to involve the person who has attended in a locally designed staff development program. Other important questions are these: How does one locate opinion leaders? Do opportunities exist at institutions for local exchanges of information

and the emergence of informal leaders? In the design of workshops and conferences, is provision made for two-way communication through informal "swap shops"? One idea worth exploring is to use a Polaroid camera to photograph each participant and attach the photo to a biographical card, listing areas of experience and interest and giving the room number and home address of each participant. The cards would be displayed in a prominent location. Such attempts to encourage informal professional networks could be measured by gathering data through follow-up questionnaires, at the same time that the total conference or workshop is being evaluated.

My final approach concerns your use of the Clearinghouses. The strategies relate at this time to the ERIC Clearinghouse in Career Education (ERIC/CICE), with its data base of 250,000 items, as the Clearinghouse in Adult Education has not yet been established. These strategies include the design of special workshops keyed to the needs of practitioners and providing them with the skills required to utilize ERIC. Another suggestion is the development by the ERIC/CICE staff of informal bibliographies and monographs to assist the practitioners.

The Iowa Model: Merging of Phases

Figure 4 shows the marriage of Phases I, II, and III, which produces a total model for the planning, testing, and dissemination of 309 project information. In conclusion, I hope that the model is clear to you and that it fulfills the purposes stated in the title of this presentation to provide you with dynamic ways for getting the message out. The dynamism lies, of course, in the interlocking communication networks which utilize

a variety of strategies and media. Such networks, disseminating a constant flow of ideas and practices, would make us better informed and offer us a wider choice of options in dealing with staff and students. The ultimate beneficiary is, of course, the vast number of undereducated adults who are currently participating in or longing for programs that would help them cope with life.

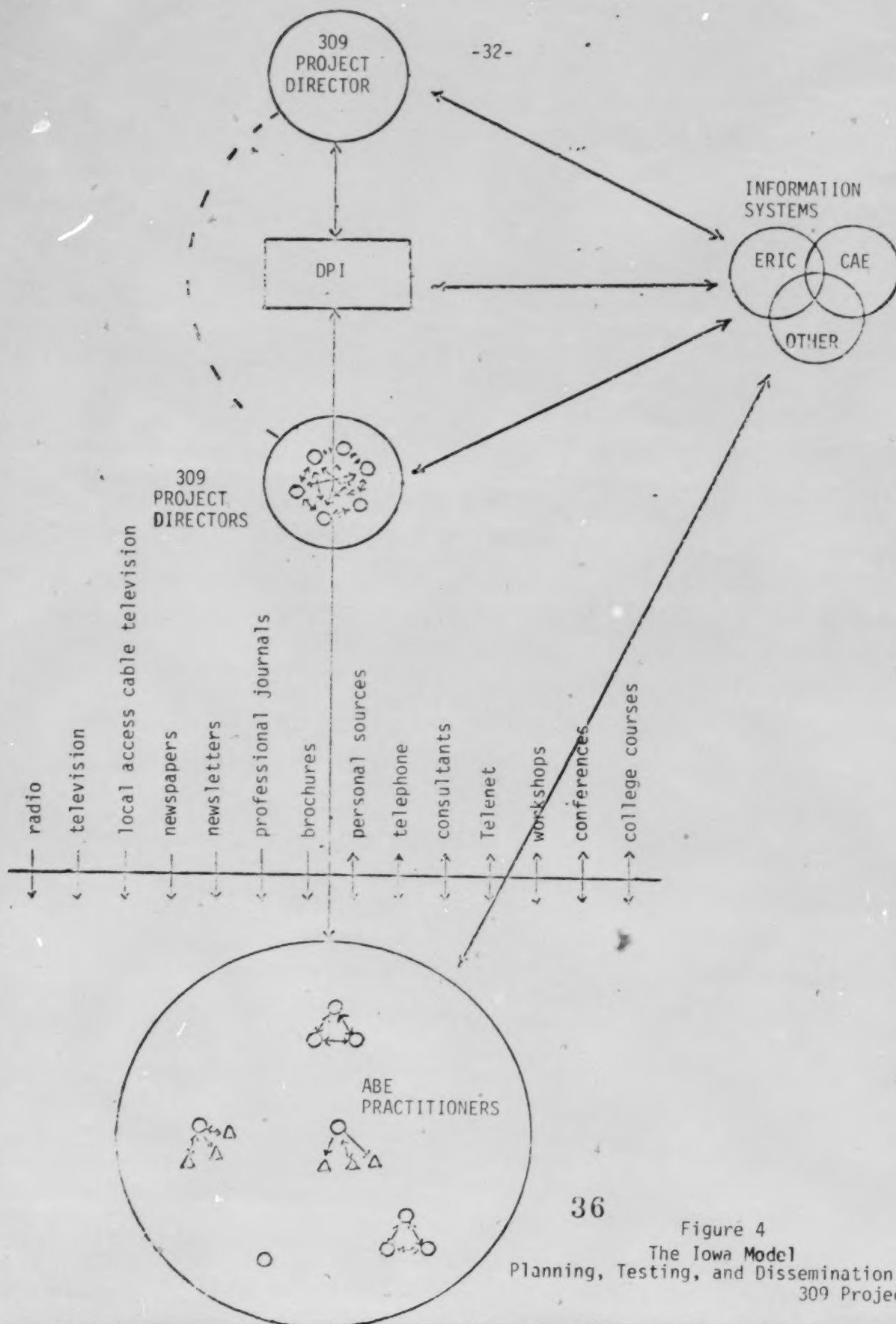


Figure 4
The Iowa Model
Planning, Testing, and Dissemination,
309 Projects

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ABE STUDENT DEVELOPMENT:
RECRUITMENT AND RETENTION; TEACHING STRATEGIES;
LIFESTYLE ASSESSMENT; EVALUATIONS

FOLLOW-UP STUDY OF ADULT EDUCATION
STUDENTS WHO HAVE DROPPED OUT
OVER A TWO-YEAR PERIOD

Nadine D. Wheaton, Supervisor
Adult Basic Education
Roanoke City Schools
Roanoke, Virginia

Nadine Wheaton contributes to the literature on the ABE drop-out in her study of 363 persons. Reasons for leaving the program prior to completion varied from lack of transportation to poor teaching. In response to these findings, Wheaton offers specific suggestions for ABE personnel to combat the drop-out problem. To decrease the number of drop-outs, she says that "we must restructure our materials, develop new and creative ways to teach, develop empathy with our student, and have renewed dedication for the ideals to which we have committed ourselves."

OVERVIEW

In most Adult Basic Education Programs, one area of major concern has been the continuous student drop-out rate. This project was conducted as "A Follow-Up Study on Adult Education Students Who Have Dropped Out Over A Two Year Period."

The objectives of the study were:

1. To determine the underlying causes of student drop-outs.
2. To determine which causes may be alleviated.
3. To propose means of preventing drop-outs.
4. To propose means of re-claiming those who have dropped out within the last two years.

5. To make results available to ABE personnel within the State of Virginia.

The general design was in the form of a cross-section survey of Adult Education drop-out students appropriate for achieving stated objectives.

Names and addresses of drop-outs were secured from Adult Basic Education supervisors and teachers. Individual questionnaires with a cover letter of explanation were sent to each person and incentive gifts were offered to encourage responses (copy of questionnaire attached). At the end of designated periods, second and third communications were sent to those who had not responded. The incentive gifts, pen and pencil caddies, were sent to those who had responded.

One thousand, four hundred forty-seven (1,447) survey forms were sent out and of that number, three hundred sixty-seven (367) were returned completed.

The statistics on drop-out student identification showed that of the three hundred sixty-seven respondents, two-hundred forty-six (246) or 67.0% were female while one hundred eighteen (118) or 32.2% were male.

The study revealed that two hundred eighteen (218) or 59.4% were white, one hundred thirty-five (135) or 36.8% were black and only seven (7) or 1.9% were of other races. The majority 231 or 62.9% of the students were married, while 131 or 35.7% were single.

It was interesting to note that the largest number of students surveyed were between the ages of 17-24 as evidenced by the following chart:

17 - 24	-	124
25 - 34	-	108
35 - 54	-	101
55 - +	-	26

According to the survey, sixty three percent (233) of the respondents entered the program during the 1974-75 school year. It was also during 1974-75 that 77% (285) of the separations occurred.

The survey revealed that 151 or 41.1% of the drop-outs participated in the program for a period of from 0 - three months. The next largest number of separations occurred after seven or more months of participation as shown by the following tabulations:

0 - 3 months	-	151
4 - 6 months	-	86
7 months or more	-	111

A variety of Main Reasons for separation were given. A list of said reasons, along with the numbers of responses as computed have been placed in order of priority. They are as follows:

Reached desired goal	66
No transportation	47
Not enough time	39
Health Problems	33
Took another job	29
Family Problems	27
Entered another program	19
Poor teaching	14
Moved away	13
Class too far away	12
Took too much time	10
Married, pregnancy	7
No baby sitter	7
Passed GED Test	7
Subject matter too hard	5
Improper teaching methods	5

Overcrowding	4
Failed GED Test	4
Other	4
Classes too easy	2
Still attending classes	1
Money problems	1
Had to work evenings	1

It is significant to note that the 66 respondents who "Got what they wanted to know", and the seven who passed the GED Test represent 19.9 percent of the total number surveyed. The fact that these students reached the goals they had set for themselves makes them achievers rather than drop-outs. Consequently, these findings make the drop-out statistics of this survey look less significant than we had originally hypothesized.

The next five reasons on the drop-out priority list are items over which ABE personnel had not control.

Forty-seven (47) or 12.8% of the students dropped out because of the lack of transportation, while the next highest number, 39, of the students felt they did not have enough time to attend class. Thirty-three students encountered health problems which prevented them from continuing their studies in the program. Twenty-nine students had to take another job which interfered with class hours. Twenty-seven were confronted with family problems and had to drop out.

As a measure of determining the students' interest and opinions of the subject areas, the students were asked to evaluate the courses. The following chart shows the results:

OPINIONS CONCERNING TEACHING AND COURSES BASED ON SCALE OF INTERESTING, VERY INTERESTING, MODERATE, DULL, BORING.

	<u>INTERESTING</u>	<u>VERY INTERESTING</u>	<u>MODERATE</u>	<u>DULL, BORING</u>
English	155-48.8%	118-37.2%	32-10.0%	12-3.7%
Reading	139-51.4%	98-36.2%	27-10.0%	6-2.2%
Math	168-52.1%	110-34.1%	30- 9.3%	14-4.3%
Social Studies	83-47.7%	69-39.6%	16- 9.1%	6-3.4%
Science	82-46.8%	69-39.6%	21-12.0%	3-1.7%

DIFFICULTY LEVEL OF COURSES BASED ON A SCALE OF TOO EASY, ABOUT RIGHT, TOO HARD.

	<u>TOO EASY</u>	<u>ABOUT RIGHT</u>	<u>TOO HARD</u>
English	19- 6.0%	266-84.1%	30- 9.4%
Reading	30-11.0%	227-83.7%	13- 4.7%
Math	22- 6.8%	225-69.8%	74-22.9%
Social Studies	15- 8.1%	151-82.0%	15- 8.1%
Science	14- 7.7%	141-77.9%	24-13.2%

CONTENT OF COURSES BASED ON A SCALE OF VERY INTERESTING, INTERESTING, MODERATE, DULL, BORING:

	<u>INTERESTING</u>	<u>VERY INTERESTING</u>	<u>MODERATE</u>	<u>DULL, BORING</u>
English	132-45.5%	127-43.7%	22- 7.5%	9-3.1%
Reading	126-51.6%	95-38.9%	18- 7.3%	5-2.0%
Math	150-50.5%	95-31.9%	43-14.4%	9-3.0%
Social Studies	68-41.4%	69-42.0%	21-12.8%	6-3.6%
Science	73-43.4%	68-40.4%	22-13.0%	5-2.9%

USEFULNESS OF COURSES ON A SCALE OF VERY USEFUL, USEFUL, INTERESTING, NOT USEFUL, NO USE:

	<u>VERY USEFUL</u>	<u>USEFUL</u>	<u>INTERESTING, NOT USEFUL</u>	<u>NO USE</u>
English	161-54.9%	104-35.4%	15- 5.1%	13- 4.4%
Reading	149-59.8%	76-30.5%	15- 6.0%	9- 3.6%
Math	169-57.0%	89-30.0%	21- 7.0%	17- 5.7%
Social Studies	65-39.6%	63-38.4%	21-12.8%	15- 9.1%
Science	69-40.8%	62-36.6%	21-12.4%	17-10.0%

According to the findings, the highest percent of students found the teachers interesting. The percentages show that all subject area materials

were neither too easy nor too hard, but about right. The content of courses was found to be interesting and very interesting. The highest percentages showed the subjects taught were very useful.

A careful, objective study of the results of this survey indicate some areas of concern that may be changed or alleviated. In addition, ways are suggested for preventing students from dropping out of the program.

1. In order to prevent poor teaching, improper teaching methods, and classes which are too easy and without challenge, program administrators should secure competent, qualified, interested and creative teachers who have concern for the student. The competent teacher would select or revise suitable materials for students on each grade level. The teacher would use many different methods in order to meet the needs of the students.
2. In many geographic areas, classes are held too far away from where the students reside. Wherever possible, the classes could be held in the location most accessible to the students. Smaller classes could be held at out-lying centers to accommodate those students where distance is a problem.
3. Program extensions could be offered. Many students feel the classes are too crowded. Wherever possible, make classes smaller so that the students will get more individual help. Students may desire to have more subjects taught than are currently being offered. Provisions should be made to meet the needs of the students.

4. Re-evaluation of testing and placement procedures would alleviate the complaint that the subject matter is too hard or too easy. The student must be placed on a level where he can achieve, and yet be comfortable, not frustrated.
5. A re-scheduling of class hours may be necessary to maintain student participation.
6. Increased individual counseling would help the student decide whether or not he has the time to devote to the program.
7. The services of persons who have been successful in the program can have great value. These people can tell their "success stories" through the news-media or through personal contacts and may serve as a means of preventing some students from dropping out of the program.

Once a student has separated from the program, attempts should be made to encourage re-entry. Some suggested ways for achieving this are:

1. Increase efforts to contact drop-outs by telephone and/or personal visits to find out why students have separated from the program.
2. Utilize all forms of news media and other resources to advertise advantages of the program.
3. Send interest inventory to drop-outs to determine their needs.
4. Arrange car pools whenever possible for those without transportation.

We, as Adult Basis Educators, have a responsibility to fulfill our obligations to those who come to us for aid. We must realize that students take a tremendous step forward when they enroll in our classes and entrust us to help them develop the academic skills they need. We must realize that each person is different, with different needs, and these needs must be met if we are to help give them a "Second Chance."

If we are to help decrease the drop-outs in our programs, we must re-structure our materials, develop new and creative ways to teach, develop empathy with our student, and have re-newed dedication for the ideals to which we have committed ourselves.

Appendix

Questionnaire Used in Follow-Up Study

Name: _____
(Last) (First) (Middle)

Address: _____ . Virginia _____
Street City Zip

Telephone: _____
Area Code Number

Sex: Male: _____ Female: _____

Race: Black: _____ White: _____ Other: (Please write in) _____

Marital Status: Married: _____ Single: _____

What is your age (Mark an X before the right age group)?

_____ 17-20	_____ 35-44
_____ 21-24	_____ 45-54
_____ 25-29	_____ 55-64
_____ 30-34	_____ 65 or over

Place an X before the last grade you attended in school:

_____ 1-3	_____ 6	_____ 9
_____ 4	_____ 7	_____ 10
_____ 5	_____ 8	_____ 11

When did you first enroll in Adult Basic Education Classes? _____

When did you quit going to Adult Basic Education Classes? _____

About how long did you "take" Adult Basic Education Classes? _____

From the list below please check the one main reason why you quit or left the Adult Basic Education Program:

	Yes	No
Got what I wanted to know	_____	_____
Took too much time	_____	_____
No car; had trouble getting a ride	_____	_____
Health problems	_____	_____
Married; pregnancy	_____	_____
Not enough time	_____	_____
No baby sitter	_____	_____
Family problems	_____	_____
Classes too far from me	_____	_____
Moved away	_____	_____
Took another job	_____	_____
Entered another training program	_____	_____
Other (Please write in)		

Please mark an X before the courses that you "took" in the Adult Basic Education Program:

_____ English

_____ Reading

_____ Math

_____ Social Studies

_____ Science

Please give us your opinion about how good the teaching and courses were in the Adult Basic Education Program. Mark an X in the box that best describes how you felt about the courses that you were in.

TEACHER WAS:

Very
Interesting

Interesting

Moderately
Interesting;
didn't "turn
me on"

Dull, Boring

English

Reading

Math

Social Studies

Science

DIFFICULTY LEVEL OF COURSES:

Course(s) was (were):

Too easy

Just about right

Too hard

English

Reading

Math

Social Studies

Science

CONTENT OF COURSES:

What was taught was:

Very
Interesting

Interesting

Moderately
Interesting;
didn't "turn
me on"

Dull, boring

English

Reading

Math

Social Studies

Science

How useful did you find the courses(s)?

Very Useful

Useful

Interesting
but not useful

Little or
no use

English

Reading

Math

Social Studies

Science

Comments on the Adult Basic Education Program:

Thank you for completing this questionnaire and your gift will be sent to you soon.

REAP: INTEGRATING ADULT BASIC EDUCATION AND PARENT EDUCATION

Ann Hall Marshall
Robert G. Smith

Board of Education of Frederick County, Maryland

The REAP project grew from the discovery that two Frederick County, Maryland, programs, Adult Basic Education and Parent/Child Home Visitation Program, were attempting to recruit the same hard-to-reach population. The two principal objectives of the project were, to combine the recruiting efforts of the two programs into one and, second, to develop a curriculum model integrating ABE and parent content. The recruitment model, as developed, implemented, and tested, has proved successful. The curriculum model is still being developed.

The REAP project is significant in that it demonstrates how different agencies can coordinate delivery services to the same client group.

INTRODUCTION

Frederick County is a large, rural county in central Maryland with an estimated 12,000 adult citizens who have less than an eighth grade education. This population, isolated geographically, economically, and by lack of education, is extremely hard to reach. It includes many of the "stationary poor" who, according to the Appalachian Adult Education Center at Morehead, Kentucky (Eyster, 1975), can be approached effectively only in their own homes on a one-to-one basis.

Such outreach is costly. Recruiters must travel extensively to find and contact this scattered population and must invest additional hours establishing rapport with each potential student.

REAP germinated when it was observed that two existing Frederick County programs, Adult Basic Education (ABE) and Parent/Child Home Visitation Program (PCHVP), were committing a significant portion of their effort to recruitment and retention of the same hard-to-reach population as a necessary prelude to provision of services. Although no duplication existed in the services offered by the two programs, there was duplication of effort in the recruiting of those to be served.

Both the home visitors of the PCHVP and the ABE recruiters were contacting families in which the need for infant stimulation and the adult need for additional education appeared to be intermingled and mutually limiting. This observation is supported by Urie Bronfenbrenner's study, A Report on Longitudinal Evaluations of Pre-school Programs (1974), which indicates a high correlation between developmental lag in children and functional illiteracy in parents.

DEVELOPMENTAL HISTORY OF PROJECT

REAP is a complex project. A brief account of its genesis is necessary for easy understanding of its several parts.

The first intention of REAP designers¹ was simply to achieve efficiency in recruitment efforts mounted by ABE and PCHVP. Since the two programs served an overlapping clientele, could not one recruiter represent both ABE and PCHVP? The answer to this question appeared positive and it was decided to hold joint staff meetings so that home visitors would be thoroughly informed and officially active on behalf of ABE and ABE recruiters

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would be similarly plugged into the PCHVP. Further, the advisory boards of the two programs would meet jointly upon occasion and publicity would be mutually supportive.

Discussion, which had centered initially on how to avoid overlapping recruitment, expanded to a consideration of how recruiting techniques could be improved. A second question was posed: If additional local recruiters, preferably GED graduates or PCHVP participants, could be employed and provided with training and necessary materials, could innovative ways of approaching and influencing the hard-to-reach adult be developed?

Assuming successful recruitment of the elusive parent/adult learner, discussion moved to problems of curriculum and retention. A third question evolved: Could certain specific objectives from each program be pursued simultaneously? For example, could parenting-content instructional materials be used in ABE classes and would such use improve retention rates by actually enhancing the value of the class in the eyes of the student?

PROJECT DESIGN

REAP was designed as a special experimental demonstration project to seek answers to the above three questions. The stated goal of the project is: To develop innovative patterns of mutual assistance between two programs (Adult Basic Education and Parent/Child Home Visitation Program) which serve an overlapping, hard-to-reach rural population.

Budgeted at \$36,556, REAP is targeted to 215 adults. Recruitment objectives for the year-long project include:

- a. There will be an increase, attributable to the project, of 120 in the Adult Basic Education population.

- b. There will be an increase, attributable to the project, of 45 in the population of the Parent/Child Home Visitation Program.
- c. Five combined ABE/Parenting classes, representing a separate population and having a total enrollment of 50, will be established.

Additional objectives are:

- d. A curriculum model integrating ABE and parent content will be developed.
- e. A recruitment model for a hard-to-reach adult population will be developed.
- f. Seventy-five percent of participants will be retained until the completion of their program or the achievement of individual goals.
- g. At least 70% of the ABE students will exhibit a month's gain for a month's instruction in reading and math as measured by the Adult Basic Learning Examination (ABLE).
- h. At least 90% of the families involved in the PCHVP will exhibit at least a 20% increase in social, emotional, and cognitive support for their children as measured in pre and post administration of the Home Observation for Measurement of the Environment (HOME).
- i. A combination of objective (g) and (h) above will be achieved for the combined ABE/Parenting groups.

HOME and ABLE will serve as objective summative evaluation instruments for the REAP project. On-going internal evaluation occurs during periodic staff conferences which focus on identifying what works and what doesn't work, in order to continually revise and improve the demonstration project.

Under a contractual agreement, the Frederick County Board of Education and the Maryland State Department of Education will each evaluate the special demonstration project. If deemed suitable, results of the project will be disseminated by the Maryland State Department of Education.

The staff of REAP includes a coordinator, .25 time, who is also the coordinator of Adult Basic Education in Frederick County; two classroom teachers, 160 hours each; two classroom aides, 160 hours each; two supervising recruiters, .5 time each; six part-time recruiters, 308 hours each and a secretary, .1 time. In addition, six hours of in-service are provided for each teacher and recruiter. The Frederick County Supervisor of Federal Programs and Adult Education oversees the entire project.

PROJECT IMPLEMENTATION

REAP is but two and a half months old at this writing. The following account of activities includes accomplished tasks, on-going tasks, and projected tasks.

Recruitment

Recruitment efforts have two main objectives:

1. Heightened awareness throughout the county of the entire ABE/GED program.¹
2. Person-to-person recruitment of hard-to-reach, undereducated adults and parents for REAP activities.

To achieve the first objective, recruiters are stepping up traditional publicity in newspapers and newsletters; by radio announcements; by posters

1 In Frederick County ABE/GED instruction is given in the same classroom session by one teacher. Classes usually meet for a two hour period twice each week for a twelve-week semester.

and flyers; by notes and menu-reminders sent through the schools; by short talks at PTAs, town meetings, organization meetings; and by contact with local service agencies.

In addition, new recruitment techniques have been introduced. Bulk mailing of a three-fold flyer was used to announce summer ABE/GED classes in two widely separated rural areas. In each area, the announcement went to all box holders on rural routes, all post office box holders in the appropriate small towns and to all general delivery patrons. Recruiters and teachers reported significantly more phone calls of inquiry and higher class enrollments than ever achieved before in these areas. Math Learning Packages (MLPs) have been placed, with fanfare, in all county libraries and on the two county bookmobiles. Class lists, recruiters' phone numbers, and general ABE/GED information are included in each MLP and are also available as handouts at the desk. MLPs were launched only a few days ago so response cannot be reported. For the first time, Frederick County will observe National Adult Education Week. The mayor of Frederick City and the mayors of the small county towns have been invited to issue proclamations and have their pictures taken with the area recruiter. Information booths will be located in shopping malls and radio talk shows will feature the week-long observance.

These public relations efforts have or will have a direct appeal to the potential GED student. According to the Appalachian Council at Morehead, general publicity also has a positive effect on the hard-to-reach ABE student. Although he seldom responds overtly to such publicity, he is influenced by it. It creates a favorable climate for the local recruiter's one-to-one approach.

General publicity also serves to inform the general public. Many people, concerned about a relative, neighbor or employee who is functionally illiterate, seize upon ABE/GED information and pass it along. In effect, they become recruiters for the program.

To achieve the second recruitment objective, recruiters visit homes where a potential ABE student or PCHVP client has been referred to them. The referring agency has suggested the visit directly to the individual and asked, "Would you like a recruiter to stop 'by?" Recruiters do not canvass.

Recruiters also handle phone calls in their own homes. Such calls result from publicity which bears the recruiter's given name and phone number, or may simply begin, "My sister-in-law told me about you."

Recruiters are paid their regular stipend for such calls at a rate of five to an hour.

Recruiters are always alert to fertile situations. For example, recruiters attended PCHVP picnics in June to talk informally about the summer ABE/Parenting class.

It must be stressed that the selection of personable, energetic, resourceful, and dedicated recruiters, who relate easily to other people, is crucial to this phase of the project. Qualifications for the job include willingness to visit all types of homes, to hop a bus to check out advertising possibilities, or to put flyers in rest rooms and bars.

Instructed in the psychology of the adult learner, recruiters also receive on-the-visit and on-the-phone training by teaming with a supervising recruiter. Recruiters are encouraged to rough-design flyers and to suggest new techniques for the program.

Curriculum

The curriculum model, at this writing, is much less firm than the recruiting model. Designed in June, it is in fact being revised in July.

A summer class of seventeen young women was recruited almost entirely from PCHVP clients and was scheduled to coincide with a summer pre-school for two- to five-year olds sponsored by PCHVP. The PCHVP van picks up many of the mothers as well as the children. The class meets twice a week for eight weeks.

Most of these undereducated women, according to an informal assessment, would be unable and/or unwilling to attend a regular ABE/GED class. They attend the ABE/Parenting class for a variety of reasons including sociability and the fact that the school building is air-conditioned. Two experienced ABE teachers see them as significantly less motivated and with a shorter attention span than the average ABE student. The hard-to-reach have been reached and the tentative curriculum has proved, after two weeks of use, to be too ambitious.

The format of the curriculum calls for a weekly high-interest activity from which will be drawn specific learnings in math, English, spelling, parenting education, and consumer education. The weekly activity might be a field trip or treasure hunt using a map or a taste-testing party to compare national brand foods with store brands.

The curriculum contains a "carry-out" emphasis which encourages transmission of learning from classroom to home.

Tangible carry-out can be illustrated by the use of portable files which are presented to each student half-way through the course. At this

point, learning materials collected by the student will be organized and alphabetized as a classroom project. The continued use of the file for the keeping of family records, such as health and school records, credit contracts, guarantees, etc., will be explained and encouraged.

An intangible carry-out, which is an attractive idea that is immediately and easily useful in the home, is embodied in the expression "teachable moment," borrowed from Parents' Magazine, Family Life Sound and Color Filmstrips (1976): An example is the teaching of colors while parent and child prepare a-jello dessert for the family meal. Reference to teachable moments is threaded through the course.

As the curriculum develops and as its designers learn more about the capabilities and psychology of the participants, the search for appropriate published material will accompany the creation of new material. The best of both will be incorporated, as far as possible, in the revised parenting-content curriculum which will be ready for testing during the fall semester.

CONCLUSION

REAP is a challenging project. The Reap staff finds that the adjectives which officially describe it are well chosen. REAP is special; it is certainly experimental; and, hopefully, it will succeed in demonstrating some innovative approaches to the recruitment and instruction of the hard-to-reach ABE student.

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PROJECT ABLE AND ABLEST BOOKS:

PENNSYLVANIA'S APL CURRICULUM DEVELOPMENT PROJECTS

Mrs. Sherry Royce, Project Director and Director of
Adult Education
Lancaster-Lebanon Intermediate Unit 13
East Petersburg, Pennsylvania

This report describes two related projects. First is a description of the ABLEST Books, a series of books currently being developed on five competency areas for adult readers below the fourth grade level. The second part of the report concerns the development of a curriculum for Indochinese adults and publication of bilingual editions of the ABLEST Books.

ABLEST Books (Adult Basic Literacy Education Skills Texts)

According to the APL study released by the University of Texas, fully one-fifth of our adult population are functionally deficient in the competencies which are essential to economic and educational success in our society today. Assuredly the illiterate adult (one reading below fourth grade level) is doubly hampered in overcoming this functional incompetency.

In addition, there is a lack of commercial materials dealing with the basic living skills described by the APL study for adults whose reading skills are below fourth grade level.

To fill this need, ABLEST Books are currently being developed by curriculum specialists in Pennsylvania's I.U. 13 adult education program as one of two 309 projects in the APL area funded by Pennsylvania for 1976-77. These books will cover five competency areas: Communications;

Occupational Knowledge; Health and Safety; Consumer Economics; and Community Services and Law. Each book will contain approximately six chapters dealing with specific subjects needed for competency in each area.

The five student texts will be black and white; 40 pages from cover to cover; and 8" x 8" page size, and a format similar to The Real People At Work series, published in 1974 by Educational Research Council of America.

The texts will be simple, concise and basic, utilizing vocabulary below fourth grade level. Survival vocabulary will be introduced as a complement to a basic word list and will be indexed in a glossary. Pragmatic computational skills will be introduced as needed.

The books will rely heavily on photographs and illustrations to tell the story. Each photo will be integral to the text either as an aid in synthesizing tasks or as a starting point for conversation, reading and writing.

The teacher's manual will contain:

1. An explanation of the need and purpose of the series.
2. An examination of the characteristics of the adult learner.
3. A lesson plan for each chapter containing
 - a. specific suggestions for classroom teaching and enrichment activities in each basic living area.
 - b. specific basic reading activities for individualized and group learning pertaining to each chapter.

4. Suggestions for teachers on how to adapt these manuals to their own particular programs and local needs, including English as a second language groups, illiterate, and retarded adults.

The student texts and manual will be field-tested by I.U. 13's ABE staff who worked for three years with the University of Texas field-testing APL materials. The series will be available at a minimal charge by January 1, 1977.

PROJECT ABLE (Adult Basic Literacy Education - for Indochinese Adults)

PROJECT ABLE represents Pennsylvania's effort to deal effectively with adult Indochinese refugees (current population count - 4000). The project calls for a model APL-oriented ESL program to be established in Lancaster and Lebanon counties.

The model program will develop, field-test and publish a manual on ESL and Americanization curriculum for Indochinese adults. The program will develop and put into practice a vocational pre-training assessment and guidance program for Indochinese refugees. The program will publish a bilingual edition of ABLEST Books (Vietnamese and English).

Dissemination of the model program to all school districts and intermediate units of Pennsylvania having 20 or more resident Indochinese adults is scheduled for mid-September, 1976. The bilingual ABLEST Books will be published by January, 1977.

THE ADULT EDUCATION DEMONSTRATION CENTER

WASHINGTON, D. C.

Delia Pailen, Acting Director

The Adult Education Demonstration Center (AEDC), Washington, D. C., has since 1968 provided innovative and comprehensive education programs for adults. Course offerings are organized in four major categories or universes: (1) personal development, (2) GED, (3) mathematics, and (4) employability skills. A unique program, Parent Education for Survival Techniques, centers on the parent-child relationship. As the section on services offered by the AEDC shows, the Center engaged in a variety of educational programs, responding to the needs of specific groups of adults for training and education. The staff also serves as a resource to other agencies.

Introduction

The Adult Education Demonstration Center, a demonstration project, opened its doors in July, 1968. Since then it has provided a variety of educational programs to more than 21,000 District of Columbia residents ages 16 and over. The students at AEDC are adults who were identified by school system studies as the group in the greatest need of special training.

AEDC students include adults who have had little or no schooling and cannot function in a literate society; they include high school dropouts who need a diploma in order to succeed in the job market; they include immigrants who cannot obtain jobs until they learn English; they include job holders in various agencies and companies who need more education in order to move ahead; and they include adults who want to increase their skills and expand their horizons.

The Adult Education Demonstration Center was originally funded by the Adult Education Branch of the U.S. Office of Education under section 309, subsection b of the Adult Education Act of 1966. Currently the Center is included in D.C. Public School Systems regular budget.

The purpose of the Adult Education Demonstration Center is two-fold.

1. To provide educational services for a large number of adults who come to the Center either on their own or through other programs and agencies with the result that these adults increase their level of literacy and academic achievement, obtain high school diplomas, increase their marketable skills or ability to perform jobs or attain a skills level needed for further education or training.
2. To develop innovative means of providing educational experiences to adults to increase the success rate of adult education efforts and to introduce these innovations into adult education programs throughout the city.

Course Offerings

The course offerings have been devised to get attention first with unusual, descriptive, curiosity-arousing titles, then to hold interest through practical everyday living approaches. The following is a list of courses offered in past years.

Your New Language (speakers of other languages)
Now Numbers
TARI (Typewriter Assisted Reading Instruction)
Employment English--students learn the language of the working world primarily through an aural-oral approach.
Make Leisure Pay----an Art Centered course

- Personal Development-gives people an opportunity to develop basic reading and computational skills by using a variety of materials.
- Dollar Stretching----a practical course in consumer education and basic mathematical skills.
- Group Leadership-----designed to develop skill and confidence in members of the community who play an active role in community groups such as block clubs, civic organizations, etc.
- You and Uncle Sam----designed to bring student closer to his government.
- Now Numbers
Laboratory-----designed to offer intensive instruction in computational skills.
- Nursery Occupation---an interesting experiment in simultaneous education.

Changes in course offerings take place as the need arises. Today our program focuses upon a "Universe" concept of perpetual mobility. A team of teachers and a para-professional are assigned to develop academic programs for each of the four universes, each universe concentrating on a specific subject area.

- Universe I: Personal Development I and II
 Concentration on reading and math skills of those students whose test results indicate less than eighth grade level of ability.
 PD-I basic, PD-II pre GED.
- Universe II: GED
 Concentration on those skills needed to acquire GED certificate; for those students whose test results indicate abilities above eighth grade level. Also for those students seeking self improvement for other reasons such as job upgrading.
- Universe III: Mathematics
 Mathematics on all levels is taught students enrolled in Universe I and II. Also for those students seeking math skills for employment test and job upgrading.

Universe IV:

Employability Skills

TARI- Beginning and brush-up instruction in typewriting and shorthand skills for students seeking employment or upgrading in the clerical field.

PEST (Parent Education Survival Techniques and Nursery)

Day care provided for children (2-5 years of age) of students. Parents of children are required to attend at least one class in PEST which entails consumer education, child care, interior decoration, etc.

HOPCE (Home Penetration Consumer Education)

Parent Education for Survival Techniques (PEST)

Project PEST is primarily centered on the parent-child relationship. PEST's aim is to increase academic achievement in parent and child and to develop skills to perpetually facilitate these achievements. Instruction is individualized and highly personalized. Students help select facets of the curriculum and define their own goals. The student is encouraged to take part in community activities to expand class learning. Mini-topics of current interest are incorporated spontaneously.

Reading improvement, language development and study reinforcement skills are enhanced by the student's knowledge of usefulness to the family unit. Story telling combined with care and training of the child is actualized by direct child contact. First aid skills and health services, community and family resources are presented, for these are all necessary for survival. The journey from child psychology, adolescent psychology to "parenting" is a rewarding "trip" for the learner. Each learner's individual experiences are dealt with and used as stimuli and reinforcement.

Interior decoration is presented as a method to improve and enhance the quality of the student's life. The power of color, magic of materials and textures, fascination of pattern, choice of furniture, pleasure of carpets, rugs, and woods, and turning on with lighting are a few facets taught the PEST student to help make the esthetic difference within his means. We set example by transforming our two drab rooms with many hues of paint--yellow, purple, black, and white--walls, floors, and furniture.

A core of talent is being developed through PEST students. Hobbies and talents are identified, developed or placed in contact with other talents. At present we have budding PEST musicians, singers, artists, writers, astrologists, photographers, models, plant specialists, decorators and designers. These talented students help to provide learning experiences to the class. Works are placed on exhibition in AEDC. Improving reading skills is easy for the student because they read for information about their hobbies and other areas of interest.

Nursery

At AEDC education is provided for parent and child through the Nursery and Laboratory Program. A full time instructor and an aide provide simultaneous learning experiences for mother and child through adult classes in parenting, human growth and child development. While parents attend classes the children are experiencing a variety of carefully planned enrichment activities: auditory discrimination, classifying, expressive language, kinesthetic and tactile, fine and gross motor movements, spatial relations, visual discrimination and memory. These are vital for reading; success or failure is hinged on them.

Individualization Possibilities

As per teacher student load increases, the amount of individualized instruction possible decreases. With the mode of open enrollment, maximum results can be achieved only through individualized instruction.

AEDC's Staff has been:

	<u>AM</u>		<u>PM</u>		<u>TOTAL</u>
1968-1969	39	+	12	=	51
1969-1970	19	+	12	=	31
1970-1971	19	+	12	=	31
1971-1972	27	+	12	=	39
1972-1973	25	+	12	=	37
1973-1974	18	+	12	=	30
1974-1975	16	+	12	=	28
1975-1976	16	+	12	=	28

AEDC's impact on the Washington community has been achieved through a network of "Client Agencies." Briefly, client agencies are those that receive services, such as teachers; curriculum development; staff selection; staff development; recommendation of materials; loan of materials; proposal writing assistance; evaluation services; practicum accommodations; student teaching arrangements; class observation arrangements; speakers; previously developed curriculum guides, etc.

Adult Education Demonstration Center Impact Data

Services rendered the Adult population of the District of Columbia by the Adult Education Demonstration Center have expanded greatly since the programs inception.

It is documented that:

1. Present enrollment is:
8:00 am to 4:30 pm.....876
5:00 pm to 8:00 pm.....660
1,536
2. Currently enrolled in AEDC classes are 445 students 16-24 years of age. Many of these young students are recent school drop-outs, some referred by secondary schools and others self-assigned.
3. Adult Education Demonstration Center staff, along with the staff from the Division of Adult and Continuing Education, planned and held a conference on Competency Based Education. This conference provided school officials in the Washington Metropolitan area, including Virginia, Maryland and Delaware, the opportunity to become aware of the APL study on Competency Based Education.
4. Presently enrolled for instruction for GED examination are 339 students in the daytime and 321 in the evening program.
5. Of the 876 daytime students enrolled, 715 have less than an 8th grade education.
7. In addition to providing instructional services, AEDC is called upon by District and Federal agencies and public and private agencies to plan workshops, assist in establishing Adult Education programs, train staff, recommend instructional programs, generate ideas, train volunteers, construct curriculum, serve on advisory committees, test students, provide counseling to adults, and speak to groups.

SERVICES OFFERED BY AEDC

FISCAL YEAR	Taught Spanish to policemen who would work in predominantly Spanish speaking areas	Trained police to write official reports	Tested police cadets to ascertain where weaknesses in spelling and grammar lay	Conducted staff development work- shops for GED teachers for Model Cities and FCC employees	Taught typing to employees of the Washington Post	Taught shorthand to employees of DC Public Schools and the Washington Post	Conducted GED Program at Navy Department	Taught GED program for upgrading employees of the Army Military Comd.	Provided teachers for OIC and Model Cities	Provided basic education for low level employees of George Washington University	Acted as laboratory school for students from FCC, Howard and George Washington University	Tried and evaluated new materials in the field of adult education from over 20 different companies	Conducted demonstration lessons in techniques of teaching	Trained employees of the Custod- ial Services to read materials necessary to the performance of their job	Prepared students to enter college by increasing their language skills	Shared curricula and materials with many agencies including the Women's Detention Center; Providence Hospital	Aided students to secure credit from reputable stores such as Kann's and Woodward & Lothrop
1969									X						X		
1970		X		X					X		X	X	X		X	X	
1971		X		X		X	X		X	X	X	X	X	X	X	X	X
1972		X		X	X	X	X		X	X	X	X	X	X	X	X	X
1973	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
1974	X	X	X	X		X				X	X	X	X		X	X	X
1975		X		X		X					X	X	X		X	X	X
1976		X		X		X					X	X	X		X	X	
72																	

SERVICES OFFERED BY AEDC

FISCAL YEAR	Assisted students in budgeting	Aided students who have child care problems by allowing children to participate in nursery school activities	Instructed parents in simple first aid and family health problems	Training and testing students in typing skills to pass the Civil Service Typing exam	Conducting a job clinic to redirect the attitudes of potential workers	Employed and trained residents of Model Cities neighborhoods as aides, etc.	Aided non-English speaking residents to gain sufficient skills to be employable	Assisted students to learn to make profitable use of their leisure time by engaging in handicraft activities	Assisted students in preparing of income tax forms	Experimented with the Audio-Visual method of teaching reading to adults	Conducted K E T V classes	Conducted comparison shopping tours to Klein's, Super Giant, and McBride's	Assisted students in the renovation and making of clothing	Assisted students to get jobs	Assisted clients to enter into training programs at OIC, WTI, and MDTA	Shared curricula and expertise with other projects all over U.S.	Assisted deaf and dumb students from Gallaudet College to obtain GED	Trained parents to be employed as nursery school aides	Trained participants in NYC program to do variety of jobs	Experimented with using foreign students as assistant teachers for other foreign students
1969		X					X	X						X	X			X		
1970		X			X		X	X		X		X	X	X	X	X		X	X	X
1971	X	X	X		X		X	X		X		X	X	X	X	X			X	X
1972	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X	X
1973	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
1974	X	X		X	X	X	X		X			X		X	X	X	X	X	X	X
1975	X	X		X	X		X							X	X	X	X	X		X
1976	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

SERVICES OFFERED BY AEDC

FISCAL YEAR	Sent students to DC General for physical examinations	Developed jobs for students and clients referred by Model Cities	Trained students in the operation of computers	Upgraded Adult Basic students in reading and arithmetic skills
1969				X
1970	X			X
1971	X			X
1972	X	X		X
1973	X	X	X	X
1974	X	X	X	X
1975	X	X	X	X
1976	X	X	X	X

UTILIZATION OF A.E.D.C. SPEAKERS BUREAU

Day Care Centers

Woodland
2310 Ainger Place, S.E.

Randall
South Capitol & Eye Streets, S.W.

Malcolm X
13th and Alabama Avenue, S.E.

Barry Farms
1230 Sumner Road, S.E.

Potomac Gardens
700 12th Street, S.E.

Douglass Community
20th & Stanton Road, S.E.

Watkins
12th and E Streets, S.E.

Deanwood
49th and Nash Streets, N.E.

Kenilworth Courts
4500 Quarles Street, N.E.

Benning-Stoddert Terrace
155 Ridge Road, S.E.

East Capital
5725 East Capitol Street, S.E.

Langston
2209 H Street, N.E.

Benning Park
53rd & Southern Avenue, S.E.

Langley-Emery
Lincoln Road & S Street, N.E.

Banneker
Georgia Avenue & Euclid Street, N.W.

Trinidad
Childress & Holbrook Street, N.E.

Powell-Lincoln
Sixteenth & Irving Streets, N.W.

Rosedale
17th and Gales Streets, N.W.

Consumer Education Centers

United Planning Organization
1021-14th Street, N.W.

UPO Center #1
8th and O Streets, N.W.

UPO Center #2
1420 You Street, N.W.

UPO Center #3
2737½ M. L. King Avenue, S.E.

Southwest House
6 N Street, S.W.

Southeast House
1225 Maple View Place, S.E.

Martin Luther King Center
1328 Florida Avenue, N.E.

Far East Consumer Center
48th and Deane Avenue, N.E.

Capitol Plaza
East Capitol & Eastern Avenue, N.E.

Judiciary House
455 H Street, N.W.

Utilization of A.E.D.C. Speakers Bureau continued

Phil Johnson Center
5901 Dix Street, N.E.

Presbyterian Church
14th and New York Avenue, N.W.

Paramount Church
3924 4th Street, S.E.

St. Timothy's Episcopal
3601 Alabama Avenue, S.E.

Y.M.C.A.
17th and G Streets, N.W.

#CLIENT AGENCIES

1968 - 1976

- | | |
|---------------------------------------|--|
| *1. DVR | 41. DC Sanitary Engineers |
| *2. I-20 | *42. Veteran's Affairs |
| *3. Community | *43. DC Police Cadets |
| *4. NYC | 44. Giant Foods |
| 5. Redevelopment Land Agency | 45. USIA |
| 6. Value - Labor - Navy | 46. Commerce |
| *7. National Capital Housing | *47. Jr. High Transfers |
| *8. DC Public Schools | 48. FSEE |
| 9. Change INC. | *49. Job Corps |
| 10. Glendale | 50. Patent Office |
| 11. Hecht Co. | 51. Federal City College-Nutritional |
| 12. Army Material | *52. Police Exam Candidates |
| 13. WCEP-UPO | 53. Naval Research |
| 14. Project BUILD | 54. Garfield Market |
| 15. Marriott | 55. Model Cities |
| 16. Hinkle Carpet | *56. NYC Labor |
| 17. Project CALL | 57. Triads - New Careers |
| *18. Government Printing Office | 58. OED |
| *19. Halfway House | 59. Federal Communications Commission |
| 20. MDTA | 60. Federal City College - Homemakers
Program Aide Intern |
| 21. BeaKay Beauty Shop | 61. USES |
| 22. Public School Custodial | 62. Department of Labor - Wage &
Labor Standards Administration |
| 23. Industrial Bank | *63. US Department of Agriculture -
Forest Service |
| 24. Urban League | *64. DC Probation Office |
| 25. OIC | *65. DC Recreation Department |
| *26. C&P Telephone Co. | *66. Project COSTAL |
| *27. Senior Citizens | *67. DC Police Academy |
| *28. Public Welfare | *68. Project TOWER |
| 29. Woodward & Lothrop | 69. A T and T |
| 30. DC Public Schools Extended Day | *70. Project COPE |
| 31. Continental Trade | *71. Gallaudet College |
| *32. Project WIN | *72. Catholic University Special Project |
| 33. Webster School for Pregnant Girls | 73. Washington Urban League Street
Academy |
| 34. DC Public Health - War on Rats | *74. US Customs |
| 35. DCAAC | *75. US Department of Justice |
| 36. Pre-Voc | |
| 37. Head Start | |
| *38. Civil Service Commission | |
| 39. Fort McNair | |
| 40. DC Department of Correction | |

Client Agencies are those agencies to whom AEDC has provided services.

* Currently serving.

TODAY'S PROBLEMS

1. FUNDING/BUDGET: With the disappearance of federal funds, our major challenge is to "stay alive." This involves securing and maintaining funds in the regular budget to remain in operation. The other alternative is to locate other sources of large scale funding.
2. STAFFING: Presently, we operate 48 hours per week to serve 4,894 students. Our full time staff members 19, of which 8 are paraprofessionals and 2, clerical. This necessitates "body stretching" of staff in order to provide instruction. How long can staff endure?
3. MATERIALS, EQUIPMENT, SUPPLIES: Present budget provides no line item for materials, equipment, and supplies. Staff, Student Council, Alumni Association, and an organization, "Friends of AEDC", are currently engaged in money raising affairs to purchase essentials.
4. PUBLICITY: A major criticism of the administrative staff of AEDC through the years is that we do not publicize the tremendous good that we are doing. Our continuing, inadequate defense has been that we are too busy doing to take the time to talk about it. Yet, such publicity might be of help to us in the "Battle of the Budget."
5. DISSEMINATION OF MATERIALS: We are often asked why we don't publish anymore. The answer: With the disappearance of Federal funds, we do not have the resources to publish for dissemination the excellent materials developed here.
6. LOBBYING: This is the day of response to forceful lobbying. It is our hope that your legislative committee and others interested will analyze the problems and actions that affect AEDC and be the lobbyists who will bring about change.

GED PREPARATORY VIA TELEVISION

Dietriet Cheatham
Supervising Teacher
Norfolk Public Schools
Norfolk, Virginia

In spite of many problems in establishing the program, the effectiveness of using television to stimulate achievement in preparing for the GED exam is demonstrated in this report from Norfolk, Virginia. It was found that a demonstrated reading ability of 7.5 was necessary for applicants to succeed in the program.

"GED Preparatory Via Television" is a relatively effective method of preparation for passing the GED test and receiving a high school equivalency certificate. This new form of technology--educational television--has provided an innovative stimulus for enhancing greater achievement and learning. GED Preparatory Via Television was operational with the assistance of Norfolk Public Schools, Adult Education Division, and the Norfolk Redevelopment and Housing Authority. Norfolk Public Schools financed the program--instruction, color monitor/receiver (television), video cassette players, tapes, stands, and supplies. Norfolk Redevelopment and Housing Authority supplied the participants, the classroom center, the classroom furniture, and adequate phone service.

The planning and development stage of the program began in November, 1975. Screening and pre-testing was done in December, 1975 and January, 1976.

There are 34 half hour tapes. The format of the program consists of 30 minutes, using five different hosts for each area segment of series

(mathematics, science, literature, grammar, and social studies) and a variety of actors and actresses in studio and location settings, aided by special electronic techniques and effects, plus live-action and animated film and celebrities. This format includes an interesting blend of instruction, humor, information, music, and drama.

The original target area was Norfolk Redevelopment and Housing Authority's Target Program Area which included Roberts Park, Roberts Park East, and Moton Park. Additional parks were added later including Bowling Park, Liberty Park, Grandy Park, Diggs Park, and Oakleaf Park. The participants of the program were residents of the various Park areas and Norfolk Redevelopment and Housing Authority employees.

The residents from these parks were predominantly black and ranged in age from 18 to 57. The residents come from low income families and have very little hope for social or economic improvement. By bringing the GED program to students where they live or work, the program gives residents a better chance to get a high school equivalency certificate.

The GED Preparation Program Via Television made provisions for screening applicants for the required demonstrated reading ability of 7.5 and above. This level was officially determined by the Kentucky Educational Television (KET) Network for the purpose of (1) eliminating individuals who are not academically ready to grasp the materials to be used and (2) to eliminate frequent drop-outs due to poor reading skills, thus producing negative effects for the GED program. The Stanford Achievement Test was used to determine the reading levels. Although

the average educational level of the residents was determined to be 8.6, the majority of those enrolled in the program in January were below the required 7.5 reading level. This was due in part to the fact that the original enrollment figure for the target group was 300, which meant that a large number of people were needed to start the course. Of 107 tested, there were only 13 who obtained the required 7.5 reading level. It was necessary to enroll some students below the 7.5 reading level, but lowering the reading level proved to be very ineffective. Therefore, the enrollment figure was dropped from 300 to 75 and the reading level was returned to 7.5. To aid the students falling below the 7.5 reading level, an Adult Basic Education class was set up in conjunction with the GED class to assist in bringing the reading levels up to par.

Another reason for dropping the enrollment figure was due to many delays in the actual implementation of the program which in turn cut the classroom time. Some of the factors contributing to the delays were:

1. Inadequate space for classroom setting.

Norfolk Redevelopment and Housing Authority (NRHA) was unable, for a short time, to provide adequate space to accommodate the needs of the program. There was a small misunderstanding as to the actual amount of space needed. However, after a lengthy discussion with NRHA and Norfolk Public City Schools officials, adequate space was provided on December 5, 1975.

2. Christmas recess.

There wasn't enough time to sufficiently test all of the Roberts Park residents and NRHA employees between the time that adequate

space was provided and the start of the Christmas recess. That time period was used to order additional supplies and equipment and to set up the teaching site at Roberts Park.

3. Delay in receiving test results.

The Stanford Achievement test was given to determine the reading levels of the students. The testing department was unable to complete the scoring of these tests until after the Christmas holidays.

4. Installation of Equipment

The televisions and tape players could not be installed into the unit at Roberts Park because an outside antenna had to be installed. The installation of the antenna required a city permit which took additional time to obtain. However, after the televisions and tape players were installed, it was learned that the outdoor antenna was not needed after all.

5. Break-in

On March 6, 1976, the classroom center was broken into and one of the two color monitor/receivers (television) was stolen. This television was eventually replaced but it took about 10 weeks. By that time, it was decided that a third set of equipment (color monitor/receiver, video cassette player, stand, and power cord) would help facilitate the program; thus, the equipment was purchased in May, 1976.

Although there were numerous problems and set backs, there was much progress toward the stated objectives:

1. The target enrollment figure was 75. Eighty-one people were actually enrolled. Of the 81, 39 are presently attending classes and are scheduled to take the GED examination in September; 24 dropped for various reasons ranging from job-conflict to illness; and 18 took the GED examination. Two of the 18 that registered to take the exam did not complete the exam. One student had an unexpected death in his family and the other was ill.
2. Fifty percent of the students enrolled were expected to complete the course. Out of the 81 students enrolled, there were only 24 drops, which gives a 70 percent completion figure. This figure is not totally accurate because 39 people are still enrolled. However, this is one of the reasons that there has been a request to continue the program over a longer period of time.
3. The expected percentage of participants to pass the GED test was 50 percent; six out of 16 people passed the test giving a 37½ percent passage rate. It was determined that those students who did not pass the GED test did not have the required 7.5 reading level; this was another reason for re-establishing the 7.5 reading level. On the other hand, it was also determined that all of the students except one that did take the GED test

who had the required 7.5 reading level passed the test. This indicates that (a) the program is definitely making progress towards its stated objectives, and (b) it is essential to continue the program over a longer period of time in order to collect reliable and valid data.

4. The program is expected to provide some form of upward mobility. In conjunction with this GED program, NRHA's manpower counselor has set up on the job training program activities for positions such as bank tellers, food service operators and lab technicians. Counselors and professionals in various fields have held sessions for informative and motivational purposes.

In evaluating this progress towards the stated objectives, certain factors must be taken into consideration: (1) there were numerous delays in the program (2) the majority of the first group of students did not have the required 7.5 reading level, and (3) the students only came five hours a week for approximately 20 weeks, which provided only 100 hours of study. Classes have now been changed to 25 hours a week, thus producing better results in a shorter period of time.

After considering all aspects of the GED Preparation Via Television project, I have come to the conclusion that GED Via Television is an extremely effective method of teaching GED and one which adds a new dimension to achievement and learning and should prove to be even more effective with time. I am very impressed with the GED Preparation Via Television, and I strongly recommend it to all areas in the state of Virginia as a new form of technology-educational television.

PROJECT OPEN-OUT: ADULT BASIC EDUCATION FOR CLARIFICATION

Elva Brooks
Project Director, Project Open-Out
Wilmington, Delaware

This Delaware experimental demonstration project gives a view of both benefits and problems in the use of paraprofessionals to reach adults who might not seek education assistance on their own. A rating of the usefulness of many published materials is included.

Introduction

Project Open-Out is a very unique experimental demonstration project that is designed to reach the semi-illiterate or illiterate adult who may or may not seek education achievement on his own. This project has been located in Wilmington, Delaware for the past four years.

This adult education program was the result of the combined efforts of four interest groups: the local school district, Model Cities, The State Department of Public Instruction, and the Model Cities Educational Task Force which is a local citizens participation group. Representatives from each group served on a screening committee to hire personnel for the project. These groups also received monthly status reports to inform them of all activities.

The need for a program like Project Open-Out came to light when the 1960 Census statistics showed there were approximately 1,125 adults in the Model Neighborhood of Wilmington, Delaware who have less than 4th grade

educational skills. These statistics don't reflect an estimated 5000 Spanish-speaking persons who migrated into the Model Neighborhood. Many of these Spanish adults did not possess skills in the English language equal to 4th grade competency. Hence, a proposal was submitted, and a federal grant was awarded. There are few changes from the original proposal and the current proposal. These changes may be due to funding differences or professional maturity of the instructional personnel. Regardless, the keys to the success of Project Open-Out remain intact.

The project was evaluated for three years by Commonwealth Learning, Inc. The firm is headed by Drs. James and Carlene Turman of Alexandria, Virginia. Commonwealth Learning, Inc. did a very thorough and efficient job. A brief summary of their findings may be found at the conclusion of this paper.

General Design

The key to the success of Project Open-Out is the use of paraprofessionals as recruiters and instructors. Our paras are called Urban Educators. Five Urban Educators were employed at the onset of the project. The Urban Educators were given daily in-service training by professional teachers.

The main duties of the Urban Educator are to recruit participants, provide instruction, counsel on the use of social service agencies, motivate and retain students, keep daily attendance records, and participate in professional growth activities. The Urban Educators are required to have a high school diploma or its equivalent and to live in the Model Neighborhood. These requirements are essential because we don't want

potential students turned off by college educated staff who may not have understood the student's lifestyle. The first impression the student has of the program decides whether or not he will participate. The use of Urban Educators who live in the neighborhood makes recruiting easier. Nine times out of 10 the Urban Educator already knows the people in the neighborhood who could benefit from Project Open-Out.

Another feature of the project is that instruction takes place in a home or nearby church or community center. When the adult is recruited, the Urban Educator schedules his time so that the adult receives at least two hours of instruction per week.

Two professional teachers were responsible for giving in-service training to the Urban Educator. This training was in teaching techniques in math, reading, social living skills, and planning a lesson. The teachers assessed materials and curriculum. They diagnosed and prescribed treatment for reading difficulties. The teachers frequently visited students' homes with the Urban Educator to observe or give assistance. Classes were taught by the teachers to those participants who were willing to leave the home and come to one of the centers.

A counselor worked part-time. Her duties were to test students and provide general counselling to the staff and students. She made social service agency referrals, set up appointments, etc.

Goals and Strategies

Following are the long range goals and strategies which the Open-Out staff implemented in the last four years.

1. To provide basic instruction in communication, computation, and social living skills to semi-illiterate and illiterate adults who are at least 25 years of age and have no more than a 4th grade level of competency.

Once the student is enrolled and tested, the Urban Educator and teacher make prescriptions (lesson plans) based on the student's goals and centered around the student's interests. The instructional objectives are stated in behavioral terms so that the Urban Educator can assess them frequently. Classes were held in consumer and driver education. Through these, our adult learners were taught how to use food coupons and to stretch their food dollars. Twenty adults were able to earn a driver's license. Cultural enrichment trips were taken. All of these activities were at no expense to the adult learner.

2. To provide professional growth for the instructional staff.

The Region III Staff Development Project provided workshops and courses for credit. Through these, our teachers became certified in Adult Education. The Wilmington Federation of Teachers in coordination with the Wilmington Public School System provided courses for the Urban Educators as a means of helping them to earn credits toward an AA degree. Consultations and workshops were held within the project to promote professional growth. We've had consultants in the areas of teaching reading from a newspaper, drug abuse and alcoholism, motivation and retention of students, uses of social service agencies, guidance techniques, and many others.

Student Profiles

The following information shows the make-up of our adult learner population for fiscal 74-75.

PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL
PART A. NUMBER OF PARTICIPANTS

INSTRUCTIONAL LEVEL (a)	NUMBER STARTED AT EACH LEVEL (b)	NUMBER STARTED AT EACH LEVEL AND COMPLETED THAT LEVEL (c)	NUMBER STARTED AT A LOWER LEVEL AND COMPLETED A HIGHER LEVEL (d)	NUMBER SEPARATED FROM EACH LEVEL (e)
1. Beginning	223	22	22	56
2. Intermediate	N/A	N/A	N/A	
3. Advanced	N/A	N/A	N/A	
4. TOTAL	223	22	22	56

PART B. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (Unemployed when entered program)	21	8. Because of child care problems	3
2. To take a better job (Employed when entered program)	2	9. Because of family problems	9
3. To enter another training program		10. Because of time class/program is scheduled	2
4. Met personal objective	1	11. Because of class/program termination	
5. For lack of interest	5	12. For other known reasons	7
6. Because of health problems	11	13. For unknown reasons	1
7. Because of transportation problems	1	14. TOTAL	56

NOTE: Our ESL students were not given a diagnostic test because it would not have shown ESL skills. Their scores do not show in Table 2, Sections c and d.

NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE, AND SEX

AGE	AMERICAN INDIAN		NEGRO/BLACK		ORIENTAL		SPANISH SURNAMED						OTHER INDIVIDUALS NOT INCLUDED IN COLS. (b) thru (m)		TOTAL
	MALE (b)	FEMALE (c)	MALE (d)	FEMALE (e)	MALE (f)	FEMALE (g)	PUERTO RICAN		MEXICAN AMERICAN		OTHER Lat.Extraction				
							MALE (h)	FEMALE (i)	MALE (j)	FEMALE (k)	MALE (l)	FEMALE (m)	MALE (n)	FEMALE (o)	
16-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-34	0	0	2	3	0	0	4	46	0	0	0	0	1	3	59
35-44	0	0	3	17	0	0	2	8	0	0	0	0	1	3	34
45-54	0	0	12	35	0	0		13	0	0	0	0	0	0	60
55-64	0	0	11	8	0	0	2	9	0	0	0	0	0	0	30
65 PLUS	0	0	17	16	0	0		2	0	0	0	0	0	5	40
TOTAL	0	0	45	79	0	0	8	78	0	0	0	0	2	11	223

Total length of program in hours = 1445

Methods and Materials

After working three years with functionally illiterate, disadvantaged adults, we became quite confident in choosing instructional material that would keep high interest and a feeling of accomplishment. We found some adults would not go near a text book while others felt they weren't learning unless they had the book in their hands. Perhaps this explains why we've used such a variety of materials to facilitate the teaching-learning process.

Each instructional staff member has listed and evaluated the materials they used and rated them on a scale of 1 - 3, 1 being poor; 2 being fair; and 3 being excellent.

Following are the results of their efforts. I've taken the liberty to partially list these methods and materials.

MATERIAL	RATING	EXPLANATION
T.V. Show "Feeling Good"	3	Excellent program on health for adults.
<u>Lopez Family</u>	3	The student can associate him/herself with the character in the story. It has a good vocabulary for the adult who is just learning to speak English. The text centers around adult problems and interest.
<u>Working With Words</u>	3	This book is an excellent source for building English language skills and a sight vocabulary.
<u>Welcome to English</u>	3	This source is excellent for providing independent activities for the "English as a Second Language" student.
<u>I Want to Read & Write</u>	2½	This is an ideal book for the non and beginning reader skill-wise, but the content is not always realistic.
<u>Practice Your English</u>	3	This is good because the English translation follows immediately after the Spanish.
<u>Welcome To English</u>	2	This is all right for the student who can work independently.
<u>Steps to Learning</u>	1½	This book did not give the student enough of a challenge.
<u>Steps to Math Bks I & II</u>	3	This is very good for the early students. It gives a lot of reinforcement of the basics.
Duplicated Material	3	Excellent follow-up material.
Teacher-made materials	3	Tailor made material is probably the best there is.
Bilingual Tape Program	2	This program helps in developing skill in English pronunciation.

MATERIAL	RATING	EXPLANATION
Dolch Spelling List	3	This contains the 220 most common words used in the English language.
Language Experience Approach	3+	The instructional staff has found this method of teaching excellent for our students. This method gives immediate success, builds a sight vocabulary, self-confidence, and certainly is of high interest to the adult learner.
<u>Mott Basic Language Skills Series</u>	3	Excellent for teaching many skills in the English language. It allows the adult to work independently. This is a good source for refreshing reading skills and comprehension.
Language Master	3	This equipment is used like a tape recorder. We've used it mostly for ESL students for correction on English pronunciation.
Newspaper	3	There's always something of interest in the newspaper.
Bible	3	The students who chose this text for instruction seemed to try harder when talking about <u>God</u> .
<u>Negro History Digest and Ebony Magazine</u>	3	This source seems to build self confidence and racial pride as well as serve as a teaching tool.
<u>Basic Essentials To Math</u>	3	For the intermediate student (4th to 5th grade level), this is an excellent source for introducing new concepts.

Problems and Results

The problems Project Open-Out experienced have been varied. Some we were able to solve, while others remained unsolved. The first problem that arose was a constant turnover of our paraprofessionals. The prerequisites for an urban educator were a high school diploma or GED, and residence in the Model City neighborhood. The salary was commensurate with the number of years of working experience on the salary scale of the Wilmington Public School System. Most of the Urban Educators were heads of households and felt they could not support their families on the salary. Most of them left after a few months for a better paying job. There was a problem with male Spanish-speaking Urban Educators. Due to cultural standards, young males were not welcome into the Spanish homes to give ESL (English as a Second Language) instruction to the women while husbands were working. As it turned out, the Spanish males found other jobs and females replaced them. There was nothing that could be done about the first problem since this was policy. However, we had a very stable staff in the final year of operation.

Another major problem we had was transportation for our students. Various activities were provided for our students. Getting them to and from each activity always seemed to be of concern. Using staff cars was not a good solution because of insurance reasons, and there were not enough cars available anyway. This problem was minimized greatly due to the designation of a portion of State funds to purchase bus tickets for our students. We still found some adults who wouldn't use public transportation because they didn't know how, English was a barrier, or they still wanted

to rely on door-to-door service. Consequently, those adults who didn't know how were taught to use public transportation, and those who didn't were given constant encouragement even though they never ventured out on their own to use it. Our Spanish students remained reluctant; however, those who wanted to go to driver's education classes in the evening managed to find a way.

Another problem we had was in enrolling adults in our driver's education class who did not possess functional English skills. The first two years, one of our bilingual Urban Educators would go to the classes to act as an interpreter for the Spanish-speaking students. However, this proved to be extremely hard on the Urban Educator to work all day and in the evenings, too. The third year, we had to limit the class to English-speaking adults, bilingual adults who possess functional English skills, and bilingual adults who could supply their own interpreter. We found this to be the best solution and made the atmosphere more at ease for the instructor as well as the students.

As in most ABE programs, retaining and recruiting students presented problems. The methods of recruiting used were door-to-door canvassing the neighborhood; relatives, friends, and neighbors spreading the word; agency referral; posting signs and flyers in schools, public building, community centers, laundromats; and sending flyers home with school children. We found the most effective method of recruiting for us was door-to-door recruiting. The key was using Urban Educators as recruiters. They were

from the same neighborhood as our target population. The fact they were not "professionals" made the adults more at ease. One could say they "spoke the same language".

We found over half of our adults had short range goals. This may be attributed to our retention problem. Some of our enrollees had been so turned off by unkept promises made to them by other programs, they seemed leery of what we're trying to do. The fact that we were coming to them was definitely in our favor. Some adults wanted to learn just enough to help their children in school, to become better consumers, to learn how to read so they could get a job or a better one, to get a driver's license, or to cope with daily life. Others wanted to go on to get a GED. Our best solution to retaining adults in our program was to find out their goals and interests and keep them involved in planning their curriculum. This way, they knew the direction in which they were headed.

There were minor problems such as calling on an adult only to find they're not home, childcare, and students relocating without our knowledge of where to find them. To minimize these, the teachers and Urban Educators kept their schedules flexible.

With almost all of our adults, educational deficiencies were often accompanied by social-living deficiencies. Some adults did not know how to use to their advantage social-service agencies if these services were even known to them at all. It was very often that the Counselor or Urban Educator had to refer adults to agencies, actually make the phone call, follow up decisions, or go to the agency with the adult. The problem

here was this procedure can be too time consuming. The staff tried to rectify this by encouraging the students to be more independent. Almost always, however, these experiences provided teaching-learning situations.

Evaluator's Report: Conclusions and Recommendations

Dr. James Turman and Dr. Carlene Turman

The Project Director, Elva Brooks, and her staff are to be highly commended for the overall success of the three year project period. The results of this project as documented in this report are but a tip of the iceberg. What cannot be documented with any accuracy are the changes which this program has made in the lives of people it has touched -- both staff and students. There is a difference in the Wilmington Model Cities Neighborhood now for many people, some quite elderly. There is a caring that will never be taken away from a group of people who had almost given up caring themselves about anything. Yes, the project has been successful in that many can now read and write and participate in community activities and go to church when they did not do these things before. But more than that, the project has been a success because it has enabled a small group of people to touch the lives of several hundred people, most of whom had long ago given up any attempts to grow and had long since been reduced to nothing but a survival battle, giving them new life and meaning in myriad ways which can never be known.

The process which Open Out has tested is obviously valid. It is not inexpensive, for much of the teaching has been one-to-one in students' homes, but it does work. It may well be that this is the most effective way to reach this particular clientele -- and if, as a nation, we are truly committed to the concept of "lifetime learning," then we have no choice but to spend an increasing amount of public funds in this type of educational activity.

The use of Urban Educators has been one aspect of Open Out which has proven to be most effective, although the issue of their compensation is a sensitive one and has by no means been settled. The Urban Educators, now as well trained and experienced as many teachers (and much more so for their unique client system) are still only paraprofessionals and as such are not paid on a professional scale. This is certainly one area that must be investigated more thoroughly if more paraprofessionals are to be used as Open Out has used them.

And the evaluators do recommend strongly the use of more Urban Educators across the school system as funds allow to expand the Open Out process city-wide. The system does work--that we know. It needs to be studied more, of course, and new techniques need to be tried--but it does work. Continuation and expansion of Project Open Out is urged for the 1975 - 1976 school year. Seldom have the evaluators had the opportunity to work with such an exciting, rewarding and successful program.

The Development of High-Interest Reading Materials

Dr. Pritam Chowdry
Ms. Margaret C. Redmond

The Charlottesville Adult Education Center staff responded to a problem of long-standing in Adult Basic Education: how to find reading material of high-interest level to adult students. In this project, students recorded experiences from their life situations. The project staff assisted the student in transcribing and editing their stories for printing. Stories were then illustrated, comprehension questions prepared and the story, illustrations, and questions were included in a reading kit. The project did result in high-interest reading materials, but still to be evaluated is how effective these materials are in improving the reading proficiency of adult students.

Summary of the Project

The project developed and evaluated an innovative approach to producing high-interest reading material for adult education students. In the project, 20 students recorded stories and descriptions of their own experiences. These stories were converted into 51 reading lessons. When these lessons were used by 39 other students in four adult education centers, the students chose these materials in preference to other types of reading material 87% of the time. The project demonstrated the feasibility of using adult education students themselves as a source of high-interest reading materials for adult education programs.

The Project was funded by the Adult Education Service of the Virginia State Department of Education. Dr. Phyllis Byrd served as Project Monitor. The Project was a collaborative effort of the Charlottesville City Schools, the Charlottesville Adult Education Center, and the University of Virginia's School of Education. The Project Staff is listed below:

For the Charlottesville Adult Education Center:

Ms. Margaret C. Redmond
Dr. Pritam Chowdry

For the University of Virginia's School of Education:

Ms. Julia R. Hammond
Mr. Karl I. Studt
Dr. Jerry Short
Dr. Edmund Henderson.

Ms. Yvonne Herranz typed the transcripts and materials, Mr. Robert Johnson created the illustrations for the stories; and Mr. Robert Summers of Holden Printing Company did the layout and design of the stories and newsletters. We wish to acknowledge the assistance and cooperation of Mr. William Jackson, Coordinator of Jefferson School; Mr. Albert Shank, Administrator of the Charlottesville-Albermarle Joint Security Complex; and especially, Dr. John A. Eberhart, Assistant Superintendent of Charlottesville Public Schools.

IS THERE A NEED FOR HIGH-INTEREST READING MATERIALS?

At the beginning of this project, teenagers in adult education centers were asked about traditional basic reading materials. Their comments, which are quoted below, illustrate some of the problems that make learning to read difficult for older students.

"All these stories in the kits are for kids. I'd like to read about driving trucks cause when I get out of jail I want to get a job driving a semi-trailer."

"I'd like to learn something I can use at the same time I'm learning to read. Why do I have to read about things I'll never use?"

"Why don't I come everyday? That stuff we have to read is dull. It's not my life."

"I've read about 40 of the exercises. I remember only one of them. It was funny--about how hard it is to get tops off drink and sardine cans. I remember it because it was something that happened to me. The other stories--I can't remember anything about them."

"Things I read aren't in my words--my way of talking. It makes it hard getting started and keeping going in reading."

It seems that older students want a different type of material to read. They want material written in familiar words about things that happen to people like them.

The purpose of the present project was to develop a system for producing such materials and to determine if these materials would be preferred by older students in adult education classes. The system developed in the project was an adaptation of the Language Experience Approach, an approach often used in teaching reading to younger children. This approach uses a child's own vast experience with spoken language as the basis for building reading skills. This is done by having the child tell stories which are written down by a tutor and used by the child as reading materials.

The original plan of the present project was to adapt the Language Experience Approach to the production of standardized reading materials and then determine if these materials would have high-interest value for adult education students. There were several uncertainties in this plan.

We did not know if students enrolled in adult basic reading programs would tell stories and relate experiences that could be transcribed and used as reading materials for students in other programs. Nor were we certain that other students would choose these stories as preferred reading materials. Thus, in many ways, the project was a developmental study to find out if adult basic education students could serve as the "authors" of reading materials, and, if so, if these materials would actually be "high-interest" materials for other adult reading students.

CAN OLDER STUDENTS BE AUTHORS?

In the project, basic education students were asked to record stories and experiences. Most of these students were black male teenagers or older white females. Only one student refused to try. Some students told only a single story, but others became proficient authors of spoken stories. The topics of these stories varied greatly, but several themes recurred in many stories. The teenagers told about cars, jobs, sports and difficult experiences (e.g., taking drugs and learning by mistakes). The older women recalled their childhood or told about coping with welfare agencies to get food stamps, legal aid, and other services.

After a student recorded a story, a member of the project staff worked with the student to transcribe and edit the story for printing. In this process, we respected the student's words and expressions. Most editing was done simply to eliminate redundant parts of a story and to organize the content into paragraphs and sentences that would fit the printed format.

Every attempt was made to retain the grammatical structure, vocabulary, and phrasing of the original story as it has been told by the author. In most cases, the author and the editor worked together reading the transcript and revising the printed version of the story.

Table 1 shows our experience in getting adult students to serve as authors.

Table 1
Students as Authors

Number of Stories Produced by Each Student Author	Number of Student Authors Producing This Many Stories	Number of Printed Stories
1	10	10
2	4	8
3	1	3
4	2	8
5	1	6
6	1	6
<u>11</u>	<u>1</u>	<u>11</u>
Total # of Student Authors	20	Total # of Stories 51

In the project, we collected about 100 stories. Some of these were highly similar in content so they were not used in the final 51 stories chosen for printing. Selecting stories was done mainly on the basis of content. Stories were not chosen if they were too personal, of only local interest, or too similar to other stories already selected.

Once a story had been recorded, transcribed, and edited, a member of the project staff wrote a series of comprehension questions for the story. Three types of questions were written for each story. The first five questions tested knowledge of the facts of the story; the second five tested skill in drawing inferences about the story; the final five questions allowed readers to give their own opinions about the story and the events told in it.

Once a story had been prepared for printing, it was illustrated, and the story, illustration, and comprehension questions were printed on an 8½ x 11" card for inclusion in a reading kit. At the time of printing, the reading level of the story was established by a standard reading level formula. Table 2 shows the number of stories included at each level in the kit:

Table 2
Grade Level of Material

Reading Level	Number of Stories
1. (Below 4th grade level)	9
2. (5th grade level)	16
3. (6th and 7th grade level)	17
4. (8th grade level and above)	9
	Total 51

The project began with a question about adult students' ability to be authors of spoken stories. There now seems to be no doubt that adult students are capable of producing spoken stories and that these stories can be used as the basis for developing printed reading materials which preserve the structure and content of the original stories. There remained, however, the question of whether other students (who were not the authors) would find these stories more interesting than other types of reading materials.

DO OTHER STUDENTS PREFER THE STUDENT-AUTHORED STORIES?

In order to answer this question, the 51 stories were put together as a reading kit and used in four adult reading centers. Students in these Centers were already in reading programs so the new materials were introduced for use

in a 15-minute free-reading period. Students were given a choice of reading student-authored materials or materials in similar formats available in the reading center. Students were asked to make a choice of materials, read the selection, answer questions, and tell the instructor their opinion of the materials. Thus in this phase of the project, we measured the students' preference for the student-authored materials by asking other students to make daily choices during a free-reading period.

Table 3 summarizes the students' choices. Overall in the four centers, students made 286 choices during the study. Eighty-seven percent of these choices were made in favor of the student-authored materials. Partially, this preference was influenced by the introduction of something new into the reading center. But many students continued to choose the student-authored materials day after day. And in one center, where both the project materials and the alternative reading materials were introduced for the first time in the study, the students chose the student-authored materials 68% of the time.

Table 3
Students' Choice of Reading Materials

Center	N	Opportunities to choose reading materials	Number of times student-authored materials were chosen	Percent of time student-authored materials were chosen
Jail	11	69	68	99%
Adult Ed. Center (Day)	11	108	99	92%
Alternative High School	10	72	49	68%
Adult Ed. Center (Night)	7	37	32	86%
All Centers	39	286	248	87%

In addition to these data, student comments about the student-authored stories seem to verify the student's preference for these materials and to suggest that they were high-interest materials. These are typical comments made by students after reading a student-authored story:

--"It's alright - I like this stuff."

--"It was worth doing."

--"I liked it - I don't like to read, but it was interesting so that's the only reason I read it."

--"It's interesting - sounds like the real thing - you know the way it happened it makes good sense what that guy is trying to do."

--"Pretty good! - these things are interesting to me."

--"Very good! - It's realistic from people I know who have been through it."

--"It was swift."

--"It was good and it was on my level."

--"I would pick these stories because people can relate to them more - it's like they are about things that are happening on the streets."

--"I like to read something out of life."

--"It's right down to earth, things that really happen."

One other set of data suggests that the student-authored materials succeeded in arousing student interest. Readers chose to read stories that had been authored by students similar to themselves. For example, as their first reading all of the black teenagers in the study chose stories authored by black teenagers. Similarly, 80% of the older females in the reading centers chose stories written by older females. This match between the readers' and the authors' backgrounds seems to suggest that the system used in the project maintained much of the intrinsic interest inherent

in the Language Experience Approach. It appears that students with similar backgrounds choose stories written by people who have backgrounds similar to their own and are interested in reading about things that relate to their shared experiences.

WHAT ABOUT THE FUTURE OF THE MATERIALS AND THE PROJECT?

So far, the student-authored reading materials have been evaluated only in terms of interest level. We know that when students were given the opportunity to choose, they chose these materials over traditional materials consistently. Thus the system developed in the project does produce high-interest reading materials for adult students. However, we need to know much more about how effective these materials are in improving the reading proficiency of adult students.

Our plan is to conduct studies that will help us answer this question. In 1976-1977, about 100 additional stories will be added to the high-interest reading kit so that the kit can be used as the basis of a complete reading program. A teacher's manual has been prepared explaining how the kit materials can be used as the central feature of a Learning Experience Approach to teaching reading to adults. Tape recordings have been made of all the stories and a procedure of using these tapes systematically with students to improve their reading skills will be developed and evaluated. Diagnostic reading tests, based on the student-authored materials, have been prepared for use in this reading instruction program.

Late in 1976, we plan to invite several adult education centers in Virginia to help us evaluate the high-interest reading program. We want

to know if students who use the materials make improvements in reading skill and remain in reading programs.

The project demonstrates the feasibility of using students themselves as the authors and source of high-interest reading materials. It seems clear that these materials are interesting to other students who were not the original authors. Thus, the project's most valuable outcome is its demonstration of the feasibility of this approach. The project opens an important source of materials of high intrinsic interest for adult reading students.

REPORT ON PILOT STUDY IMPLEMENTED
TO DEMONSTRATE THE MOST EFFECTIVE METHODS OF
TEACHING GED PREPARATORY MATERIALS

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This pilot study utilized two approaches with GED students: video-tapes and study guides and individualized instruction. Both approaches were found to facilitate learning for adult students in the Richmond area.

Introduction

According to the 1970 census as it relates to Richmond City, there were 140,401 persons who were twenty five years of age and over. Of this number there were 34,590 who had less than a high school education. Because of such an educational deficiency there is a need to broaden the GED program so that a greater number of people can be accommodated in a shorter period of time.

Two approaches to GED preparatory are being implemented to fulfill this need. One approach uses video-tapes and study guides and is designed for the student who functions well in an active, participating group experience. The second approach is designed for the student who needs to work independently with the guidance of an instructor on a one-to-one basis.

Program Descriptions

The GED-TV program utilizes lively, humorous, and interesting episodes on color T.V. tapes to enhance the serious purpose and structure of the learning materials. The GED-TV tapes and Study Guides are designed to make the learning fun and to illustrate the information as effectively as possible. The material in the study guides includes the three general skill areas needed for preparation to take the GED exam. These areas are reading (which covers understanding and interpretation of materials in Social Studies, Natural Sciences, and Literature), English grammar, and Mathematics. The program is designed to present an effective, efficient, and versatile GED preparatory system.

The individualized instruction program is ideally suited for the student who reacts adversely to the pressures of group progress, but who performs well and comfortably at his own pace in independent study. This method utilizes five comprehensive texts, one in each study area (English, Literature, Mathematics, Social Studies, and Natural Sciences). This class allows flexibility in student programing and provides an opportunity for the student to concentrate on particular areas that need intensive study.

Criteria

Both programs are designed to meet the needs of those students who fulfill one of the following requirements:

- (1) Have achieved a score of 9.0 on the ABLE test
- (2) Have completed the highest ABE class

- (3) Have taken the GED test and had an average score of less than 45.

Uniform entrance requirements of performance do vary and exceptions are allowed. Ideally, the standards for entrance should be adhered to in order to insure some level of beginning competency among the students. Success is being noted, however, in some students who have entered the program with lower math scores.

Strengths of Programs

T.V.

- (1) Teacher is facilitator
- (2) T.V. is visually arresting and provides visual reinforcement
- (3) Hearing format encourages regular attendance
- (4) Students with lower math scores can work well in T.V. class due to group participation and involvement

Individualized

- (1) Students are allowed flexibility in schedule
- (2) Verbal exchange is immediate with students at time of need
- (3) Personal one-to-one interaction
- (4) Students may concentrate in most needed Study Skill areas

Weakness of Programs

- (1) Continuing progress depends on regular attendance
- (1) Class size should be minimal

- (2) Class functions better with minimum of 15 to 20 students
- (2) Attendance is sporadic and there is an uneven distribution of students during the day

Performance by students in both programs attests to validity of the two approaches to learning. In the period studied, the following results were obtained:

GED PASS-FAIL PERCENTAGES

Individualized Class

Total Students	74
Drop-Outs	20
Total Completed GED	20
Total Continuing	34

Number Passed GED	
*Referred	58%

Number Failed GED	
Referred	10%
*Non-Referred	32% 42%

T.V. Class

Total Students	61
Drop-Outs	21
Total Completed GED	15
Total Continuing	25

Number Passed	
Referred	73.3%

Number Failed	
Referred	0
Non-Referred	23.7%

*Referred: Those who in consultation with instructor have determined their readiness to test.

*Non-Referred: Those who tested before completing prescribed course of study or without recommendation of instructor.

Recommendation of Evaluations

While evaluating pass-fail rate in each class, it must be noted that many (90%) of the failures did not meet the standard requirements of enrollment (ie., ABLE test scores were far below the 9.0 average). It is therefore recommended that for the continuation of the program, placement into these classes adhere to criteria set forth in proposal pertaining to ABLE test scores in preference to substandard GED scores.

The programs have gained momentum since March, 1976 as increasing numbers of serious students have enrolled and attended regularly, as a result of advertising in the newspaper and on television and radio. Subsequent statistics for 1976-1977 will substantiate the increased attendance and GED completion rate.

GED - TV BIBLIOGRAPHY

Television Study Guide - Reading - Cambridge Book Company

Television Study Guide - English Grammar - Cambridge Book Company

Television Study Guide - Mathematics - Cambridge Book Company

Supplementary Texts:

Drill for Skill by C. C. Pickett
Amsco School Publications, Inc.

General Mathematical Ability, Cambridge Book Company

Review Text in Earth Science, Amsco School Publications, Inc.

Review Text in Physical Science, Amsco School Publications, Inc.

American History Review Text, Amsco School Publication, Inc.

CAMBRIDGE GED PROGRAM

1. General Mathematical Ability
Jules Burstein, M.A. 1973
2. Correctness & Effectiveness of Expression
John A. Beyrer, M.A. 1973
3. Interpretation of Literary Materials
Marilyn Manley, M.A. 1971
4. Interpretation of Reading Materials in the Social Studies
Richard Miner, M.A. 1973
5. Interpretation of Reading Materials in Natural Sciences
John T. Walsh, M.S. 1973

CHANGES IN LIFE STYLES OF WEST VIRGINIA ABE STUDENTS
CAUSED BY PARTICIPATION IN THE ABE PROGRAM

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High school completion programs for adults are assumed to result in positive benefits for persons who complete such programs. This assumption has been untested. Travis Shipp's study of economic and non-economic changes in life styles of West Virginia Adult Basic Education (secondary level) students who completed the program provides significant information about the positive benefits resulting from high school completion programs. Drawing data from three groups--completers of high school completion programs, non-completers, and non-participants--, Shipp's study shows specific differences among the three groups in the functional competencies held.

Summary

The purpose of this study was to determine the changes, both economic and non-economic, in the life styles of West Virginia Adult Basic Education students that were direct results of participation in the Adult Basic Education program. There has been little information available about the positive, measurable benefits of Adult Basic Education for the student. A great need existed for qualifiable data concerning undereducated adults who were unemployable and the changes that have occurred in their lives since they acquired the basic educational skills.

The adult who strives to function in society without the minimum skills of a secondary education is seriously affecting his earning power, his ability to provide support for himself and his family, his motivation

for self-improvement, his capability to function as a good citizen, and his influence upon his children. If Adult Basic Education participation can be proven to affect the aforementioned factors by raising the educational attainment level of undereducated adults, several uses will be made of the data. The information will be utilized to develop useful techniques for recruiting and effective tactics for gaining legislative and community support for the ABE program by demonstrating the positive individual and community benefits of the program.

The data was collected by administering interview questionnaires to ABE participants and non-participants, all of whom were welfare recipients with homogeneous backgrounds.

Conclusions

1.1 The findings revealed that more ABE completers moved to newer residences than the ABE non-completers and the non-participants. It was reasonable to assume that this was attributable to other factors; 1. The ABE completers had shorter lengths of employment due perhaps to more changes in jobs, promotions and pay raises. 2. This group also had higher incomes in terms of wages. These factors would indicate that the ABE completers have more upward mobility than either the ABE non-completer or the non-participant. It was determined, on the other hand, that the ABE non-completer and non-participant groups were more likely to move to similar situations because of an opposite trend in those facts mentioned above, which in turn result in promoting social stagnation for these groups.

The findings showed that a large majority of the ABE completers felt that the skills gained in the Adult Basic Education Program improved their

chances of keeping a job. This fact can be supported by the greater number of ABE completers working full-time, taking additional classes and job training, and the positive changes in jobs, promotions and pay raises.

The results indicated that a number of ABE completers receiving welfare benefits before attending the Adult Basic Education Program were not receiving welfare benefits after attending the program. At the same time, the ABE non-completers did not demonstrate this reduction in welfare recipients. From this, it was deduced that the Adult Basic Education Program makes positive gains in reducing the number of persons receiving welfare if they are able to receive a high school equivalency diploma.

1.2 One of the skills necessary to function in society on more than a subsistent level may be linked with the ability of that person to socialize. The interpretation of the data demonstrated that ABE completers felt more comfortable in groups of people than the ABE non-completers and the non-participants. It was concluded that the confidence gained from completing the GED (General Education Development) Test and the skills gained in the program provided the framework for the ABE completers to improve their socializing skills.

1.3 In order to improve standards of living, persons must not only be aware of social services, but be able to use them. The findings, in regard to both the ABE completers and the non-participant, revealed that they were able to locate a clinic, doctor or dentist when necessary. Although a majority of the ABE non-completers were able to perform the same task, the percentage was far smaller than for the other two groups.

The ABE non-completer had difficulty with reading and writing tasks which implied that they are less equipped to cope with locating information sources. It was assumed that a definite link exists between reading and writing skills and functioning in society.

1.4 It was reported that more ABE completers and non-participants used recipes than the ABE non-completers. This may have substantial social implications, and it was speculated that the ABE non-completers' lack of using recipes was congruent with their reading skills.

A number of ABE completers read newspaper ads to locate a job and the women's and sports pages in the newspaper. In all probability the ABE non-completers did not have the skills available to perform these tasks.

The results indicated that the non-participant lacked the social skills, as exhibited by their non-involvement in community activities, to read the sports and women's pages of the newspaper. This was coupled with a more stable work situation, although a plurality of them were low-skilled, which supported the fact that there was little interest in reading newspaper ads to find jobs.

For various other reading questions, both the ABE completers and the non-participants were similar, while the ABE non-completers' reading level was much lower. Similarities existed in reading newspaper ads before shopping, reading instructions, reading to others, using a library or bookmobile, reading books and magazines, using the yellow pages in the phone book and using road maps for both the ABE completers and non-participants. It was divulged that the ABE non-completers lacked the necessary skills to perform the aforementioned tasks. This may be upheld in numerous ways:

1. The ABE completer dropped out of public schools most often because of a pregnancy. 2. The non-participant dropped out of public school most often because of lack of interest. 3. Whereas, the ABE non-completer dropped out of public school most often because they could not read well. 4. Both the ABE completer and the non-participant tended to drop out of school in the upper grades. 5. On the other hand, the ABE non-completers tended to terminate their schooling in earlier grades.

It was discovered that the ABE completer entered the Adult Basic Education Program to take the GED (General Educational Development) Test and left the program because they had completed their objective. However, the ABE non-completer more often entered the program to learn to read and write and tended to leave the Adult Basic Education Program more often for administrative reasons. It was reasonable to assume that while the ABE Program was primarily meeting the needs of the highly competent ABE completer student, the objectives for the non-reader were not being met. At the same time, it was deducted that the non-participant was able to compete equally well with the ABE completer on reading skills.

Furthermore, the results showed that in all three groups few of them used libraries or bookmobiles. Only 29.0% of the ABE completers, 25.0% of the non-participants and 13.9% of the ABE non-completers were familiar with and used these facilities. Still, for the ABE non-completer group, percentages fell below fifty percent for reading books, magazines, and to others which complements the fact that they are unaware of community resources.

The findings demonstrated that both the ABE completer and the non-participant were more competent at writing letters than the ABE non-completer.

Only 9.0% of the ABE non-completers and 27.5% of the non-participants had applied for credit cards. These facts are compatible with the low reading level of the ABE non-completer. In all likelihood, few ABE non-completers applied for credit cards because of lower incomes, lower skilled jobs, and higher incidence of welfare recipients among this group.

More of the ABE completers were able to figure the interest on a loan than the other groups. A larger number of both the ABE completers and non-participants were able to balance a checkbook, figure gas mileage and had opened a checking account than the ABE non-completers. These factors would imply that fewer ABE non-completers were able to perform these tasks which might be related to lower reading and writing skills. It was also presumed that since the ABE non-completers had lower skilled jobs, less income or received welfare, these factors might not be relevant for them to function in their particular cultural strata.

1.5 The data revealed that more ABE completers took additional classes or job training than either of the other groups. This may be linked to the larger number of pay raises, promotions, job changes, the higher wages, and the greater mobility to a newer residence of this group. The number of ABE non-completers taking training and classes was slightly higher than the non-participant. It would seem this was a result of the non-participants ability to function better in society, the higher level of reading, writing and math skills, perhaps a sense of contentment, or the inability to understand the value of additional education. Both the ABE completers and the ABE non-completers felt that the classes and the job training were possible because of skills gained from participating in the program, in which case the ABE completer was more positive. All three groups felt that their English,

reading and math skills had increased. This may be interpreted as a positive aspect of the program since these skills are necessary to function on a minimal level. In all probability the ABE completers are better equipped socially and have a higher level of learning skill to enter other educational settings. The percentages indicated that ABE completers had more plans for the future than the ABE non-completers and the non-participants. This further verifies the idea that acquiring a high school equivalency diploma gives the ABE completer confidence to move upward in society.

1.6 ABE completers left their last job most often for child care/family problems. It may be speculated that the reason for leaving public schools because of pregnancy and the reason for leaving their last job because of child care/family problems are conditions beyond their control and not a lack of ability.

Most of the ABE completers were full-time workers, whereas, an equal number of the ABE non-completers and non-participants were full-time workers and homemakers. It is reasonable to assume that more of the ABE completers were able to locate employment and a smaller percentage were receiving welfare benefits, which has been discussed previously. The interpretation of this data will reflect a positive, measurable benefit of the Adult Basic Education Program.

43.5% of the non-participants, 32.0% of the ABE completers and 14.5% of the ABE non-completers received pay raises, promotions and changes in jobs. The study revealed that, although non-participants did not have a high school diploma nor had attended the Adult Basic Education Program, they had learning

skills comparable to the ABE completers and as many or more chances in jobs, promotions and pay raises as that group. In addition, the non-participants had more stable work situations reinforcing this factor and in turn this would tend to support the reasons for the non-participants having fewer future plans, lack of interest in acquiring a high school diploma, and not taking additional classes or job training.

It was determined that an equal number of ABE completers, ABE non-completers and non-participants had unskilled job descriptions. Yet, more ABE completers and non-participants had skilled job descriptions than ABE non-completers attesting to the fact that reading, writing and math competencies provide the basis for succeeding in other tasks.

1.7 The findings in regard to this study indicated that the student's GED (General Educational Development Test) completion rate was not influenced by payment for attending the ABE Program since as many ABE completers (63.1%) as ABE non-completers (59.3%) received compensation for attending. Further evidence of this fact was indicated by a similar amount of ABE completers (11.9%) and ABE non-completers (15.1%) who stated that their reason for enrolling in the program was to receive some financial benefit. Also as many ABE completers (55.2%) as ABE non-completers (54.7%) were recruited by a welfare agency that was capable of providing compensation for attendance. As a result of the aforementioned reasons, it was concluded that payment for attending the ABE Program had no affect on the student's GED completion rate.

2.1 The most significant reason for leaving the public schools was reported by the ABE completers as being because either they or their spouse was pregnant.

It was assumed that the ABE completers were competent in terms of their learning skills, but due to administrative rules concerning pregnancies of public school students, they were unable to continue their education in the public school. In contrast, the most significant reason for the ABE non-completers leaving the public schools reported was due to their inability to read well. It was concluded that there was a high incidence of illiteracy among the ABE non-completers. The most frequent response of the non-participants for leaving the public schools was stated as a lack of interest. It was suspected that the non-participants were competent since their responses to reading, writing and math skills were congruent with the ABE completers who were competent in terms of their learning skills. Therefore, it was assumed that the non-participants saw no value in a high school education which may be directly related to the attitudes of Appalachia towards the insignificance of education.

2.2 The findings revealed that 43% of the ABE non-completers left the ABE Program due to administrative reasons which included the learning center closing, a lack of transportation, the teachers, the lack of child care facilities, the location of the learning center and the schedule of the learning center. The most significant response by the ABE non-completers for leaving the ABE Program was reported as the learning center or class closing. All of the above reasons were supported by the fact that 52.9% of the ABE non-completers indicated that they did not voluntarily leave the ABE Program. It is suspected that the ABE non-completers still have not achieved a level of competency to function in society since they involuntarily left the program

and indicated by their responses to the learning skill questions an inability to perform the basic skills of reading, writing and math.

2.3 The findings of the study indicated that most of the recruitment for the ABE Program was a result of referrals by welfare agencies that were capable of compensating students for their attendance. These referrals were responsible for 55.2% of the ABE completers and 54.7% of the ABE non-completers enrolling in the ABE Program. More ABE completers (13.4%) than ABE non-completers (3.5%) heard about the program from relatives. Various other sources were reported as recruitment aids. The ABE completers also indicated that they heard about the program from news releases (7.5%) and various other sources (19.4%). The ABE non-completers stated that they heard about the program from former students (7%), news releases (10.5%), broadcast media (3.5%) and various other sources (32.6%). It was concluded that recruiting by the ABE Program was inadequate since little use was made of free public service advertising particularly in the broadcast media. Another source of recruitment revealed by the study was the recommendations of former ABE students to potential ABE students. The ABE completers recommended the ABE Program more than the ABE non-completer. This was expected since the ABE completers successfully achieved objectives with the ABE Program. In addition, the findings revealed that the ABE completers were recommending the program to more friends than the ABE non-completers.

2.4 The reasons for enrolling in the ABE Program were reported as significantly different for the ABE completers and ABE non-completers. 91% of the ABE completers reported that they wanted to take the GED. It was concluded that

the ABE Program's objective to successfully prepare the student for the GED was congruent with the majority of the ABE completers' objective. However, 24.4% of the non-completers indicated that they wanted to learn to read and write; therefore, it was a conclusion of this study that the ABE Program was not meeting the needs of the illiterate, but primarily serving the student who has a high level of learning skill competencies and requires a minimum of preparation. This was supported by the fact that over one-third of the ABE non-completers left the program because of administrative reasons such as the closing of the learning center or class, the inconvenient location of the learning center and the inconvenient schedule of the learning center's hours. Based on this information, it was assumed that the ABE non-completers would like to become literate but the ABE Program did not provide them with this opportunity.

2.6 The findings in regard to the demographic characteristics of the population studied revealed that a significantly larger percentage (40.3%) of the ABE completers earned wages amounting to \$401.00 or more per month. In comparison with the ABE non-completer, it was concluded that there was a linkage between the level of learning skill competencies and an individual's earning power. Approximately one-half of the population studied were under the age of 35. A slightly higher percentage of the ABE non-completers was over the age of 35. Over four-fifths of the population studied were Caucasian, and less than one-fifth were Afro-Americans. It was concluded that these factors of age and race were congruent with the state's population. A higher percentage of females (70.1%) completed the ABE Program. It was

suspected that many of the female ABE completers were also full-time workers who might be able to advance in terms of employment as a result of obtaining their GED.

2.6 The length of attendance by students in the ABE Program was reported in terms of hours per day and months per year spent in the ABE learning centers of classes. Those students who attended the ABE Program from 4 to 6 hours per day were classified as full-time. 53.9% of the ABE completers and 48.8% of the ABE non-completers stated that they attended full-time. Those students who attended the ABE Program from 1 to 3 hours per day were classified as part-time students. 46.1% of the ABE completers and 51.2% of the ABE non-completers stated that they attended part-time. Duration of attendance in terms of months per year was designated by two groups: the student who attended from 1-11 months and the one who attended 12 months or more. 32.8% of the ABE completers and 41.9% of the ABE non-completers attended the program from 1-11 months, and 67.2% of the ABE completers and 58.1% of the ABE non-completers attended the program 12 months or more. Therefore, it was a conclusion of this study that length of attendance in terms of hours per day and months per year had no affect on the GED completion rate of students.

Recommendations

A major reason for this study was to obtain data concerning the changes in life styles of Adult Basic Education students in West Virginia and to interpret this data into positive measurable benefits for the program as well as pinpointing problem areas and weaknesses. The following recommendations are provided for this purpose:

1. A rapid movement during the past fifty years toward a technological society demands that new educational trends are needed so that the adult may cope on more than a subsistent level with this situation. It is recommended that the Adult Basic Education Program in West Virginia should make an evaluation of the existing programs throughout the state. This will provide each center and the state with an assessment of the existing programs from which assets may be emphasized and weaknesses can be corrected. This evaluation should include teacher competencies, program analysis, general and specific objectives, target populations, both hard and soft materials, facilities, and the location of the center in conjunction with the service community.

It is recommended that each center have at least three full-time teachers specializing in one of the following areas: 1. reading, 2. counseling, 3. GED preparation, and 4. diagnostic techniques. Furthermore, in-service training should be provided in the state for those teachers specializing in GED preparation. It is recommended that all other teacher specialists should attend regional meetings, for their particular expertise, outside the state.

2. This study revealed that many ABE non-completer students were unable to read and write which leads to the inability of this target population to cope with other tasks. Often-times, adult educators interpret their objectives for the program as the felt needs of the student when in actuality, the educational setting should provide the resources desired by that particular adult. For example, the adult educator feels that students should be able to

read, but, in reality, the student may need nutritional information such as shopping, storing, and preparation of food, a basic facet of Maslow's hierarchy of needs. Reading skills may then be incorporated into this scheme of nutritional information, better preparing the adult to function successfully.

It is recommended that after the program evaluation a needs assessment be made for both the community and the students. This will provide valuable information for implementing the appropriate program to meet the needs of that particular service area. It may be noted, from the demographic characteristics in the study, that fewer males, minority groups, and older adults are attending the Adult Basic Education Program. Perhaps this is due to the needs not being met for this population, and it is recommended that additional emphasis be directed toward these groups.

3. It is recommended that the ABE Program develop the functional competencies of its adult student in order to provide them with the necessary skills to cope and survive in society. Functional competency would enable the adult student to apply the skills of communication, computation, problem solving and interpersonal relations to everyday life situations involving occupational knowledge, consumer economics, health and community resources. Fewer ABE non-completers than ABE completers or non-participants were able to perform these skills in relation to their everyday life activities. Therefore, for the ABE non-completers to function at a level of competency related to everyday situations would greatly enhance their chances of survival in this technological society. Curriculum implementation to achieve functional

competencies would involve the following goals: (1) development of an occupational knowledge level for adults in order to secure employment according to their individual needs and interests, (2) management of a family economy and demonstration of sound purchasing principles, (3) establishment of the need for good mental and physical health practices, and (4) exploration of community resources. Since the findings of this study indicated that the ABE non-completers were the least likely to function competently in society, it is recommended that the emphasis in the ABE Program for this group be on applying skills to problem areas which are derived from pragmatic adult requirements. By developing the competencies of the ABE non-completers in those general knowledge areas with basic learning skills, a substantial amount of illiteracy evidenced by this group may be overcome.

4. Particular attention should be paid to ABE completers in regard to their future educational and employment plans. The majority of this group stated that they would not return to the ABE Program. This was expected since they successfully completed their objective by receiving their GED. However, the ABE Program should strive to serve more of the needs of the ABE completers in terms of further educational and employment goals. A special effort should be made to establish the ABE Program as a source for career exploration and as a continuing education facility for the ABE completers. Therefore, it is recommended that the ABE completers be made aware of the fact that achieving the GED will not insure employment since the educational requirement levels for both employment and general living have increased due to our technological society. By developing an occupational knowledge level for ABE students, it

would enable them to secure employment according to their needs and interests, and prepare them for further training if it was necessary to achieve their goal. If those ABE students of labor force age who seek work are removed from the welfare rolls and employed as a result of the ABE Program community and legislative support would be gained for the ABE Program. The community benefits with a reduction in tax expenditures and an increase in tax income, and the government benefits from reductions in welfare payments and increased revenue from higher incomes.

5. The data revealed that a majority of ABE students heard about the program from friends. Only a minute percentage of students were recruited through newsletters, newspapers, television and radio, many of which are free or provided at a nominal cost. It is recommended that immediate use be made of these resources so that enrollments may be increased, more adult populations can be reached, and the surrounding community become aware of services provided by the center.

It is not only recommended that additional steps be taken to recruit new students into the program but that students presently enrolled in the program should be encouraged to remain in the center, not only to take the GED (General Educational Development) Test, but to prepare for additional classes, job training, or self-improvement. This can be achieved by meeting the needs of the individual, encouraging the student to continue with educational pursuits as part of the concept of life-long learning, and personal improvement.

Many of the ABE non-completers that were unable to read and write left the program for administrative reasons, reasons beyond their control. Most often the students left the program because the class or learning center was closed. Therefore, it is recommended that all classes or learning centers that are started remain functioning so that this particular group will not be faced with another failure. The ABE non-completer left public schools because he could not read well, he entered the program to learn to read and write which may be a last attempt on his part to satisfactorily function in society. If they are unable to make any progress in the Adult Basic Education Program because of administrative reasons, it may be the final attempt by this group to improve their plight.

6. Finally, it is recommended that this study be a continuing project; therefore it is suggested that contact with the persons interviewed by this project should be maintained. While this initial study provided data concerning the changes in the life style of ABE students caused by participation in the ABE Program, this data will be increasingly valuable as the study continues and the changes become more permanent.

TEACHER COMPETENCIES:
IN SERVICE NEEDS AND PROBLEMS

A SURVEY OF COMPETENCIES NEEDED AND
INSERVICE PROBLEMS OF ABE TEACHERS IN VIRGINIA

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This study was concerned with developing a research base for ABE teacher training activities in Virginia. Its intention was to identify and rate the competencies appropriate for ABE teachers and to identify problems confronting teachers on a day-to-day basis.

Introduction

Since the time ABE programs began to increase as a result of Federal legislation and establishment of both state and national priorities, ABE teacher training has continued to be of prime importance. However, ABE teacher trainers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the disadvantaged adult. Since 1964, under the provisions of the Economic Opportunity Act, Adult Basic Education (ABE) has become a reality in many of the 50 states. With ever increasing frequency, attempts have been made in institutes, workshops, and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, what behaviors

(attitude, skills, knowledge) are essential to a successful program, and the kind and extent of inservice problems encountered in day-to-day basis functioning as a teacher in an ABE program.

The Problem

The study sought answers to the following research questions:

1. What are the problems confronting teachers in their work in adult basic education programs?
2. What competencies are perceived by ABE teachers as being important in order to function effectively within the existing structure of adult basic education programs?
3. Which competency areas constitute the greatest need for inservice training as perceived by ABE teachers?
4. Is there a significant relationship between the importance of competency items and:
 - a. Education level
 - b. ABE teaching experience?
5. Is there a significant relationship between perceived inservice training needs and:
 - a. Education level
 - b. ABE teaching experience?
6. Is there a significant relationship between problem areas (the learner, the teacher, curriculum development and the organization) and:
 - a. Age
 - b. Sex
 - c. Level of education
 - d. Years of teaching experience
 - e. ABE teaching experience
 - f. Teacher status (part-time vs. full-time)
 - g. Geographical location (rural vs. urban)
 - h. Race

- i. Section of the State
 - Northern
 - Valley
 - Central
 - Tidewater
7. What are the most successful teaching techniques/methods/resources currently being utilized by teachers in working with their adult basic education students?

Procedures

To answer the questions posed, a process was designed that included two major phases. In summary, each of the two phases involved the following activities.

In Phase I, the primary activities were the identification of competencies necessary for effective functioning as a teacher in ABE programs. Identification of these competencies was made by the project staff through an extensive search of the literature and empirical findings of other researchers. From this effort evolved what was termed a "competency rating scale." The scale consisted of fifty-five competency statements related to teaching in ABE. Teachers were asked to rate the importance of each competency statement insofar as that competency was perceived as being critical for success as an ABE teacher (1=Unimportant; 2=Slightly Important; 3=Important; and 4=Very Important). Also, the competency rating scale contained a scale which allowed ABE teachers to rank each competency statement relative to their perceived need for inservice training (1=No Need; 2=Little Need; 3=Moderate Need; and 4=Great Need). This was done to establish, to the extent possible, some inservice priorities for ABE teachers in the Commonwealth. In addition, it was suspected that in some instances teachers would rate certain

competencies very high (necessary to possess skills relative to being an effective teacher) but would not necessarily see such competency as a high priority inservice training need.

Letters soliciting cooperation were mailed to appropriate State Department personnel and local ABE supervisors. Three hundred and seven competency rating scales were sent to the same number of ABE teachers via each locality's ABE supervisor. The strategy of having ABE supervisors administer the research instrument was seen as a strategy to increase respondent returns. Approximately 55 percent (or 168) of the competency rating scales were returned that had usability.

Additionally, Phase I of the study involved the identification and selection of ABE teachers from counties or cities to be interviewed in Phase II. The ABE teachers selected for interviewing represented approximately 24.5 percent of the total population of ABE teachers in Virginia. The following procedures were used in selecting ABE teachers for the interviewing:

1. The number of ABE teachers was verified by contacting each county supervisor.
2. Each county was randomly selected using a randomized table.
3. The ABE teachers were selected to be interviewed from randomly proportional counties to the number of ABE teachers within the regions.
4. A list of the ABE teachers was obtained from each county supervisor.
5. Each ABE teacher was contacted by telephone to set up a time to be interviewed by the project staff.
6. The major county or city chosen for the personal interviewing was based on the area having the largest number of ABE teachers.

Estimates of validity and reliability were accomplished with a jury of practicing adult educators and graduate students in adult education.

In Phase II, the primary activities consisted of constructing the interview schedule and training the interviewers. The interview and questionnaire approaches were used in the same study as a check on the reliability and validity of the intended data. Further, the weaknesses of each approach were minimized and the strengths of both maximized. The interview approach (strengths) enabled the researchers (through well coached interviewers) to:

1. Personalize the data gathering procedure
2. Probe and follow leads
3. Increase rate of returns
4. Reduce the relative magnitude of data
5. Observe respondents and pick up certain non-verbal clues

Procedures for Training Interviewers

The technical assistant assigned to the project and two graduate students, preferably from adult education, were trained in interviewing techniques as a part of their professional growth with the project. They were trained through staff discussions, reading assignments, video-taped role playing and psychodrama. In addition, a pilot interview session with ABE teachers in the Blacksburg area was conducted by the project staff for three days. This was done to test the validity of the interview schedules and also to determine the approximate amount of time required to interview the ABE teachers.

Procedure for Collection of Interview Data

1. The team of interviewers travelled to the major county or city within the region to interview as many ABE teachers as possible.

2. ABE teachers unavailable for a personal interview were interviewed by telephone.
3. After the 100 ABE teachers were interviewed, the competency rating questionnaires were sent out to the rest of the ABE teachers in each county.
4. The open ended responses from the interview schedule from each region were compiled by area locations (i.e., urban, rural, and suburban).

One hundred ABE teachers were interviewed and appropriate data collected. THUS, for Phases I and II, 268 ABE teachers were contacted; therefore, about 65.8 percent of the total population (407) of ABE teachers in the Commonwealth of Virginia was involved.

Statistical Analysis and Treatment of Data

The instrumentation and data collection procedures were designed to utilize computer data processing techniques. All collected data was summarized and analyzed with existing computer programs at VPI & SU called Statistical Package for Social Science (SPSS).

Chi square analysis and cross-tabulations (a joint frequency distribution) were employed to test relationships between variables for any statistical significance. Also, Analysis of Variance was employed to test for statistical significance, within and between variable categories relative to problem areas.

In Phase I, the following null hypotheses were tested ($p \leq .10$ were reported and $p \leq .05$ for statistical significance and rejection of hypothesis):

- HO₁: No significant relationship exists between the perception of ABE teachers toward the importance of competency items and their educational level.
- HO₂: No significant relationship exists between the perception of ABE teachers toward the importance of competency items and number of years teaching ABE.

- HO₃: No significant relationship exists between ABE teachers' perception of need for inservice training and educational level.
- HO₄: No significant relationship exists between ABE teachers' perception of need for inservice training and number of years teaching ABE.

In Phase II, the major null hypothesis tested was:

No significant differences in kinds of in-service problems exist among teachers with respect to sociodemographic factors of age, sex, race, teaching experience, ABE teaching experience, teaching status (part-time vs. full-time), educational level, geographical location (urban vs. rural) and section of state.

Results

The results will be summarized in correspondence with the questions posed in Phases I and II.

Phase I

The first question, What competencies are perceived by ABE teachers as being important relative to functioning effectively within the existing structure of adult basic education programs?, was answered from data collected via the competency rating scale. The data show that ABE teachers feel that having command of subject matter in the specialty area in which one is teaching, knowing how to individualize instruction, helping the ABE learner to become a self directed learner, adapting the curriculum to needs of ABE learners, articulating problems of ABE learners to supervisors and knowing how to secure instructional materials and equipment are prerequisite competencies in order to be a highly skilled and effective ABE teacher. The mean rating for the aforementioned competencies was ≥ 3.75 on a four point scale.

Just one competency statement, 42 (knows how to evaluate his/her teaching effectiveness) received a mean rating less than 3.00.

The second research question, Which competency areas constitute the greatest need for inservice training as perceived by ABE teachers?, was answerable from data collected by the competency rating scale. The data analysis revealed that the greatest need for inservice training appears (based upon lack of competency) in the following ABE instructional and/or program areas: principles of learning as they apply to adults; the characteristics of the adult learner; selecting and evaluating instructional materials; teaching techniques appropriate for ABE learners; and assessing the learning problems of ABE students.

The third question, Is there a significant relationship between the importance of competency items and (1) educational level and (2) ABE teaching experience?, was answered through the testing of hypotheses 1 (no significant relationship exists between the perception of ABE teachers toward the importance of competency items and their educational level) and 2 (no significant relationship exists between the perception of ABE teachers toward the importance of ABE competency items and number of years teaching ABE).

Hypotheses 1 and 2 were supported on the basis of the data collected; thus, question three can be answered by giving a "conditional yes" that there is some relationship--some isolated cases of significance in those relationships--but generally speaking, the overall relationship was not significant in a statistical sense.

The fourth research question, Is there a significant relationship between perceived inservice training needs and (1) educational level and (2) ABE teaching experience?, was answered through the testing of hypotheses 3 (no significant relationship exists between ABE teachers' perception of need for inservice training and educational level) and 4 (no significant relationship exists between ABE teachers' perception of need for inservice training and number of years teaching ABE).

Hypotheses 3 and 4 were rejected at the .05 level of significance. The data clearly suggests that there is a definite significant relationship between perceived need for inservice training and educational level (B.S., masters, postmasters) and ABE teaching experience (measured by number of years: one year, two years, three years, four years, and five years and over).

Phase II

The first question, Is there a significant difference in kinds of inservice problems encountered by ABE teachers with respect to the sociodemographic factors of age, sex, race, years of teaching experience, teaching status (part-time vs. full-time), geographical location (rural vs. urban), and section of state (Northern, Tidewater, Valley, Central, etc.)?, was answered through the testing of the following null hypothesis:

No significant differences in the kind of inservice problem will exist among ABE teachers with respect to sociodemographic factors of age, sex, race, teaching experience, ABE teaching experience, teaching status (part-time vs. full-time), geographical location and section of state.

Statistical analysis and treatment of the data revealed a few cases of significance using chi square; however, the significance appeared to have been

within variable categories (groups) instead of between. In cases of significance, a stronger, parametric test analysis of variance was employed. The test revealed no significant differences. The null hypothesis was sustained.

The second research question, What are the problems confronting teachers in their work in adult basic education programs?, was answered from data collected via the interview schedule on what teachers felt were their greatest problems in teaching in an ABE program. Teachers cited as their greatest problems those of absenteeism by students and lack of instructional materials. This would tend to corroborate previous findings in Phase I relative to the need for inservice training on instructional materials. Three other problems mentioned much less frequently were lack of transportation for students, class time too short, and motivation of students.

The third question, What are the most successful teaching techniques/methods/resources currently being utilized by teachers in working with ABE students?, was answered on the basis of data collected in the free response section of the interview schedule. Of the teaching techniques which teachers found to be most helpful, individual instruction ranked highest, followed by small group instruction, large group discussion, lecture, and programmed instruction. Concerning resource persons, approximately two-thirds of the teachers could not identify any resource person who had been helpful. One-third of the respondents named other teachers and only two teachers listed supervisors as resource persons whom they had found helpful.

The ABE teachers identified workbooks as the most helpful curriculum material, followed by tapes, textbooks, film-strips, and newspapers. Films were less frequently used and teacher-made materials ranked the lowest of all curriculum materials.

Free Response Section of Interview Schedule

Preparatory learning experiences

Teachers cited several informal learning experiences that helped in their work with ABE students. The most important experience was participation in civic and voluntary organizations as a member and volunteer leader. Several teachers cited reading ABE materials and previous work experience as helpful. In regard to formal learning experiences, workshops in ABE were most frequently cited; a few teachers said that they had attended graduate courses. Almost as many teachers reported having no formal learning experiences in ABE.

Competency in teaching ABE

All the teachers interviewed stated that they felt competent to teach ABE.

Role of State Department of Education and higher education institutions

When teachers were asked what role the State Department of Education should play, six teachers called for the State Department to facilitate better communication among ABE personnel through a newsletter or other appropriate ways. Fifteen teachers called for more training opportunities; they did not, however, designate either the State Department or higher education institutions as the responsible agency.

Greatest problems in teaching

Teachers cited as their greatest problems those of student absenteeism and lack of materials. Three other problems cited with far less frequency were lack of transportation for students, class time too short, and the motivation of students.

Like best about teaching ABE

Teachers, by far, like the students' motivation and desire to learn. Teachers cited less frequently that they like students as persons and related to them more as friends than as students. Ten teachers like seeing students make progress in their learning.

Like least about teaching ABE

Most teachers could not identify anything that they liked least about teaching ABE. Several teachers, however, cited lack of materials and the short duration of classes. Others cited items related to the organizational support system and inservice educational needs. In regard to the organizational support system, six teachers mentioned having to teach at night and two cited the absence of a contract. Four teachers commented that inservice workshops were not available.

Conclusions

As a consequence of this study, the following conclusions were reached relative to the two investigative phases:

Phase I (Rating of Competencies and Inservice Needs)

1. The rated competencies (knowledges, skills, and attitudes) do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers.

2. The major inservice needs of ABE teachers in Virginia seem to be centered around principles of learning as they apply to the adult student: selecting and evaluating curriculum materials as well as adapting the curriculum to fit the needs of ABE students. In addition, teachers are having problems finding appropriate teaching techniques for ABE learners as well as difficulty in assessing the learning problems of these disadvantaged, low-income students.
3. ABE teachers, in general, appear quite confident in their ability to assess their own teaching effectiveness.
4. First and second year ABE teachers' in-service needs tend to be more in the areas of developing instructional objectives, student motivation, and helping ABE students become more self-directed learners. Conversely, more experienced ABE teachers (those with five and more years of experience) have inservice needs which lie in the areas of knowledge expansion of area taught and working effectively with ABE supervisors, especially in the sharing of personal learning needs of ABE students.

Phase II (Interview Schedule Analysis)

1. Most ABE teachers could not identify outside resources useful in ABE instructions.
2. ABE teachers tend to use very limited resources in their teaching, depending mainly on workbooks and individualized instructions.
3. Most teachers come into ABE as instructors without adequate academic preparation.

4. ABE teachers tend to have difficulty controlling absenteeism.
5. ABE teachers lack sufficient materials to adequately perform their duties.
6. Teachers had positive attitudes about teaching in ABE. They seemed to be most intrigued by student motivation.

Recommendations

Recommendations are presented in relation to the research questions posed and/or hypotheses tested in this study.

Phase I (Teacher Competencies and Inservice Needs)

1. University level and State Department of Education personnel should continue plans for initiating inservice programs for teachers working with ABE students.
2. Adult educators should design or modify courses to develop those competencies which in this study were rated very important and important to being a successful teacher in an ABE program.
3. Based upon the competencies identified, as well as those competencies recognized in similar studies, adult educators should develop a competency-based instructional system for training ABE teachers in the skills necessary for teaching low income and undereducated adults.
4. Teacher preparation in adult education programs should provide more frequent exposure to remedial and diagnostic procedures and to methods for individualizing instruction.
5. ABE teachers should become more familiar with, utilize and experiment with various teaching techniques which can be employed in the classroom in teaching undereducated adults.

6. Greater emphasis must be placed on recruiting ABE teachers from the ranks of those to be served.
7. Great concern was expressed by experienced teachers in terms of their relationship with ABE supervisors. Based upon this finding, it is recommended that ABE teachers should have frequent contact with their supervisors. Supervisory contacts by each ABE teacher should become a reality throughout the Commonwealth at least two to three times per month and more often as needed.
8. Further research needs to be initiated in identifying problems encountered by ABE teachers in teaching low-income adults. New research efforts should use different approaches including more emphasis on actual classroom observations, the collection of unobtrusive measures; and interaction analysis processes.

Phase II (Interview Data)

1. A comprehensive staff development program should be organized, with specific responsibilities centered in the state department of education and the local school districts. The local school districts, for example, should provide orientation and short-term pre-service training to new teachers. The state department of education should provide workshops and coordinate the delivery of graduate courses by higher education institutions.
2. The support system provided by the state department of education and local school districts should be improved to maintain the

apparently high morale of ABE teachers and to treat several problems identified in this study. Some of these problems were the lack of communication among ABE personnel, lack of material, and lack of transportation for students.

3. Additional study is needed concerning the problem of absenteeism. It is a complex phenomenon and one not easily reduced to simple solutions. Absenteeism and drop-outs in ABE have been extensively researched and these findings should be located and translated into terms which ABE teachers can use in designing appropriate learning environments and counseling students.

SPECIAL PROGRAMS:

IN SERVICE EDUCATION; ABE IN CORRECTIONAL INSTITUTIONS;

COMMUNITY EDUCATION

ADULT EDUCATION PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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Richmond, Virginia

The adult education staff development activities conducted by Virginia Commonwealth University from January, 1976 to June, 1976 are described in this paper.

Introduction

The staff development activities reported in this paper were supported by grant monies made available to the University through the Virginia State Department of Education, Adult Education Service. The reporting procedure to be followed is that of citing the four objectives of the grant proposal and discussing activities related to the four objectives.

Objective #1: To Provide a Professional Adult Education Faculty to Conduct Training Activities.

Activities Related to Objective #1

As the direct result of support provided by the Adult Education Service of the State Department of Education, the Adult Education Program at Virginia Commonwealth University presently has a total of three full-time professors of Adult Education. Each of these professors has at one time or another been supported by funds available under Section 309 of the Adult Education Act. The procedure the University has followed since the inception of the Adult Education Program has been one by which federal funds, made available

to the University through the State Department's Adult Education Service, have been used for program "start up" or for growth purposes. As appropriations from the state directly to the University have increased, professors supported in toto by 309 funds have been placed on the University's regular line-item, "hard money" budget.

In summary, then, the Adult Education Program at Virginia Commonwealth University presently employs three full-time professors of adult education. One is a tenured associate professor. One is a non-tenured assistant professor whose position is state supported and tenure-accruing. And finally, one is a non-tenured associate professor whose complete budgetary support during the period covered in this report has been derived solely from 309 monies made available through the Adult Education Service of the Virginia State Department of Education.

Objective #2: To Identify the Training Needs and Priorities of Virginia Adult Educators as Perceived by the Training Agency, the State Adult Education Service, and Local Adult Educators.

Activities Related to Objective #2

A Staff Development Program Advisory Committee was appointed and met during the spring of 1976. During these meetings plans were formulated to modify the design of the workshop delivery system in order to allow for more flexibility in the implementation of local in-service and pre-service training activities. The rationale behind this modification was the belief that local and regional personnel need to be encouraged to further develop their own expertise and capabilities when it comes to planning and implementing

staff development activities. Further, the Committee felt that greater local and regional participation in designing training activities would increase the likelihood that activities conducted correspond to the actual needs of personnel involved.

During the spring of 1976 the Adult Education Program at the University conducted a statewide assessment of the training needs of Virginia adult educators. Specific findings of the survey will be discussed later in the present report.

Objective #4: To Continue the Training Opportunities Developed
Over the Past Three Years Under the U.S.O.E. Region III Consortium.
Activities Related to Objective #3

The Adult Education Program at Virginia Commonwealth University currently offers seven adult education graduate-level courses on campus. These core courses constitute the Masters degree program offered through the School of Education's Department of Secondary/Postsecondary Education. Approximately 100 students are enrolled in the on-campus program at the present time.

Plans are now underway to begin offering a cooperative doctorate with Virginia Polytechnical Institute and State University in the areas of adult and continuing education and community college education. A Memorandum of Agreement has already been signed by appropriate administrative officials at both Universities. According to the Memorandum of Agreement, the Adult Education Program at Virginia Commonwealth University will necessarily be assuming a primary leadership role in further developing the cooperative arrangement.

Objective #4: To Provide Readily-Accessible Professional Development Opportunities Including Graduate Courses, Seminars, Workshops, Conferences, Independent Study, Etc. to Local Areas.

Activities Related to Objective #4

During the early history of the Adult Education Program at Virginia Commonwealth University, the necessary emphasis was upon the development and strengthening of a total on-campus program offering professional preparation opportunities to Virginia's adult educators. Because of the outstanding support of the Adult Education Service, the Adult Education Program at Virginia Commonwealth University is now, by all accounts, among the nation's strongest graduate education programs in the field of adult education. The program has "taken firm roots" and is now actively in the process of further developing its "foreign policy" (off-campus) program.

The needs assessment recently completed is providing the Program administration excellent guidance in terms of what needs to be done to further improve and increase both the quality and quantity of staff development opportunities in the State of Virginia. For example, the information in Table 1 clearly indicates that Virginia's adult educators are sensitive to the need for graduate courses dealing with the adult learner, teaching methods, and curriculum development.

Additionally, no less than 86 percent of those surveyed indicated that they would enroll in graduate courses if the courses were geographically easily-accessible (Table 2).

Table 1. Respondents' ratings of adult education program area priorities for which graduate courses are needed.

Program Area	Priority Rating
The Adult Learner	1
Adult Learning Strategies & Teaching Methods	2
Curriculum Development for Adults	3
Adult Student Evaluation	4
Adult Program Evaluation	5
Adult Education Program Organization & Administration	6
History and Philosophy of Adult Education	7

Table 2. Distribution of respondents' answers to the question: "If easily-accessible graduate courses in adult education were offered in your geographic area, would you enroll in these courses?"

Response Category	Number	Percent
Yes	178	86
No	28	14
Total	206	100

In terms of offering off-campus graduate courses, several developments require mention. Efforts have been initiated and are being further explored to offer courses in the areas of North Virginia and Tidewater. Contacts in these localities have already been made and progress is underway.

Virginia Commonwealth University is a Serviceman's Opportunity College (SOC). As such, it has a commitment to military personnel within the State of Virginia. Consequently, the Adult Education Program has made contacts with Directors of Education at numerous military bases across the state.

The objective is to determine the need these bases might have for on-post Masters degree programs in adult education. Should it happen that the Adult Education Program at Virginia Commonwealth University begins offering its program on these bases, the understanding would be that the program will be open to civilian adult educators in surrounding communities. So that, by extending the present Masters degree program to military installations throughout the state, we would be automatically accomplishing two primary objectives: 1) providing readily-accessible, off-campus graduate courses to adult educators throughout the state, and 2) fulfilling the University's commitment to the State's resident military personnel.

Project Evaluation

In addition to the "in-house" periodic evaluations conducted by the project staff, an outside evaluator was contracted to conduct a third party, independent evaluation of the project's activities. What follows is a summarization of the major conclusions and recommendations resulting from the independent evaluation: "The evaluator can say without any question in his mind that this project has been extremely successful, and that all four objectives of the project have been accomplished."

EDUCATIONAL EFFORTS IN THE CORRECTIONAL
SYSTEM OF NORTH CAROLINA

Charles M. Barrett
Associate Vice President for
Educational Programs
North Carolina Department of
Community Colleges

Dr. Barrett was invited to the 1976 Virginia ABE Dissemination Conference and asked to present a talk on some ongoing adult education project in North Carolina which was different from the other research and development projects to be presented at the Conference. In this paper, Barrett reports on a survey of program offerings in correctional education in North Carolina and makes recommendations for improvement.

As Associate Vice President for Educational Programs in the North Carolina Department of Community Colleges, I have the responsibility of coordinating plans for and assisting in the implementation of plans related to continuing education programs in the 57 institutions of the North Carolina Community College and Technical Institute System. Under this office, the Adult Basic Education program is administered with the staff of seven people, including clerical, and all other continuing education programs. Stated another way, this office administers all those programs which are non-curriculum; i.e., not two-year associate degree programs. I do not pose in any way as an authority on prisons. I have never had a course in penology, and what I have to say to you are thoughts which come from my ten years' experience in working cooperatively with the Department of Correction and in talking with various members of their unit staffs.

From a historical perspective, our system of schools first became involved with the Department of Correction in 1965 when we introduced the Adult Basic Education program into correctional units. A meeting was held in Sanford, North Carolina, to which we brought together representatives from our institutions and superintendents of correctional institutions as well as potential teachers to initiate this program for prison inmates. Prior to that time, the Department of Correction had had a regulation that any inmate with fewer than four years of formal schooling was required to attend school. The Department of Correction had such schools located primarily in its youthful offender institutions. Educational opportunities for older prisoners were scarce. Since that initial beginning in 1965, our program has grown considerably. The Department of Correction itself was one of the first departments to introduce the now familiar "study release" program to match the work release program. Study release, as you all probably know, is an educational program which is offered to those inmates who qualify in terms of aptitude and behavior to leave a correctional unit and participate in an educational program on campuses at one of the public or private institutions in the State. At the present time, there are approximately 1,421 inmates who leave correctional institutions on a regular basis to attend classes in educational institutions. Of those, 1,383 are attending community colleges and technical institutes and 38 are enrolled in university programs.

From the beginning effort in Adult Basic Education, the community college provision of educational opportunities has become more and more integrated in the correctional system planning. To provide opportunities for inmates who did not qualify for study release, our institutions have gone into the

correctional facilities themselves, first offering Adult Basic Education. We soon developed an ongoing high school completion program through which an inmate may acquire a high school diploma or the GED certificate. In addition to these academic efforts, we introduced occupational education. This training includes courses in welding, bricklaying, carpentry, small engine repair, and culinary science. It is recognized now that the expense of offering these occupational programs can be sizeable. There is the matter of adequate facilities, equipment, and instructor costs. Our system and the Department of Correction have worked very well in a coordinated fashion to meet those costs. There is, however, a vast need for improvement and I will get to that. We have also had a large measure of help from private industry and manufacturers. For instance, in the case of small engine repair, we have had manufacturers provide us with equipment for lab purposes.

So the picture which emerges and which caused me to begin a review of this effort this summer is one of continued growth in educational programs in the Department of Correction. Our enrollments climb yearly, the numbers of programs we offer increase, and the funding levels to support these programs increase. What has not taken place is a "hard-nosed" assessment of the full extent of what we are doing and an evaluation of success and failure, and a mapping out a future direction. I felt that the time had come for us to do this for several reasons.

Now, let me shift gears and move in a little different direction in an attempt to explain my ultimate objective. As all of you are well aware, prisons have become a much discussed subject across the country. There are

several reasons for this as I see it. One of the most obvious is the Watergate debacle and the resulting imprisonment of highly placed, well educated, professionally trained individuals. Another is the increasing numbers of middle and upper class youth who have been in prison following convictions under the drug laws and activities related to some of the social "causes" of recent years. Another reason is the tragic Attica riot and slaughter and other riots which have taken place in prisons across the nation. If any of you have read any of the several books which have been written about prisons in this nation, you are aware of the increased racial tensions which exist there. I have, because of the work we are doing, tried to inform myself through such reading, and nearly every book which I read speaks to the racial divisions and tension within prisons. Incidentally, there are two books which I recommend to you in this area. One is entitled A Time to Die by Tom Wicker. In this very well written book Wicker documents the Attica uprising from its beginning through the negotiation to its tragic conclusion. He accurately describes the barbaric attitude which many state administrators hold toward prisons. Ironically, these are the people who work under departments called "justice and law" and, with that, I can guess that some of you are thinking that I am one of those bleeding heart liberals. If you do think so, that is all right with me. I had much rather be identified with that group than the group which one enlightened veteran of many years in prison administration described to me as a "beans and barbed wire" type. Incidentally, while I ramble, Tom Wicker is a North Carolinian from Hamlet, and a few years ago worked for the Department of Social Services in Raleigh. He is now an Associate Editor for the New York Times.

Another book which I recommend highly is called False Starts by Malcolm Braly. This book is autobiographical, a true success story of Braly's continued belief in himself in spite of repeated efforts by the California authority to make him think less of himself. He honestly admits the stupidity of his life, a stupidity which caused him to spend twenty years behind the bars of San Quentin and other California and Nevada prisons. He has now been out of prison for ten years and has authored three other books.

North Carolina's prisons have been in the headlines for several reasons. One, on a per capita basis, North Carolina has more citizens in prison than any other state in the union--2.4 prisoners per every thousand population. Further, North Carolina has more prisons than any other state in the union--76. Florida is second with 46. I don't know whether that means that our people are more criminally inclined, whether we have a better law enforcement system and stricter judges, or just an attitude which is fully committed to institutionalizing people--perhaps a little of everything.

Another event which brought our system into the headlines was the well-publicized Joan Little trial which received widespread national attention. Another was the fact that prior to the recent Supreme Court ruling, North Carolina had more inmates on death row than any other state. Also, we had had our share of prison uprisings, the most recent being a dormitory fire in the McDowell County unit in which eight inmates died of either burns or suffocation from smoke.

Any way you look at it, the situation in prisons is pathetic. In my opinion, the condition of our prisons is disgraceful and every North Carolinian

should be shamed by the conditions which exist there. As a native, I know that I am. There is a curious imbalance of values of a state which wants to promote itself so clearly as a state which believes in healing--we are currently building another med-school. In education, there are a total of 57 two-year public institutions, post secondary; 16 public universities, 29 four-year private institutions, 10 private two-year institutions, 3 Bible schools or theological seminaries, 23 private business colleges and 9 private trade schools--a total of 147. In addition to that, we have cities which have reputations of having more churches per capita than any other state in the United States. This used to be said about Charlotte. Whether that ratio is accurate today, I am not sure. The point I am making simply has to do with attitude, and our willingness to face facts. Several years ago, it was decided to change the Department of Prisons to the Department of Correction. The question is correction of what? How? By whom? Another question is "Are we, as a supposedly civilized and enlightened society, willing to deal with prisons?" Every study with which I am familiar of recent years has revealed that to assure a shift to a positive attitude in prisoners is to involve the community to show these individuals that the word "justice" has some meaning. That meaning is revealed to them through the courts and the sentences imposed by the courts following convictions, but it is further shown by the activities of the community which show the inmate that while he is expected to keep the law and face the consequences, when he does not, society is also willing to provide some kind of support, aid and guidance in helping him to re-establish himself as a positive member of society. It is the latter which we have not done at all. Now I will not

get into discussion of recent studies having to do with fixed sentencing and other changes being suggested. I will say that that system appears sensible and just to me and reports which I have read of inmate reaction state that the majority of inmates also feel that it is just.

With this admittedly rather rambling background, I asked a member of the staff to identify four or five correctional units in which we were operating a program. I asked that the units be geographically represented and that there be some difference in the types of programs we were offering. We then visited each of these units. We met with the directors and educational officials at each of the units, and toured the units. We did not get to meet with any inmate. During the interviews, I asked this question: "When the Department of Correction sends an inmate to your particular unit, what is your expectation?" Invariably, the reply was "education." I would then ask, "What does the Department of Correction provide to your unit for educational programs?" Invariably, the answer was "nothing." We depend on the Community College System to provide this to us. Hence, the only correctional activity taking place in Corrections is that provided by another agency. We found the range of support within these institutions to be great. Ranging from an annual expenditure of a few hundred dollars in some, the highest was over \$90,000 in one. For the 13,200 prisoners in North Carolina, we are offering 172 extension programs, 35 curriculum programs, and 48 programs of Adult Basic Education. Some of the programs listed under extension would be Adult Basic Education. We have 71 full-time instructors and 340 part-time instructors in the prisons.

The Community College System is currently spending \$1,275,210.52 in correctional programs. Of that, \$1,153,993.64 is state money; \$121,216.88 is federal. The average age of a North Carolina inmate is 28. Following are some other figures which reveal the characteristics of the current prison population.

ANALYZE REAL OUTCOMES FOR CLIENTS

Real outcomes for clients are a summary of complete client records describing the total client population in the correctional setting in which the delivery system is to operate. This information provides the basis for planning programs to correct maladjustments, develop-making skills, develop interpersonal skills, and work attitudes and values skills. It is considered to be the most important subsystem in the information processing function.

Characteristics of the current North Carolina prison population include the following:

1. Total offender population = 12,996.
2. Age range of offender population: 14-73.

3. Marital Status	Number of Offenders		Total
	Male	Female	
single	3,138	66	3,204
married	1,884	110	1,994
separated	3,188	51	3,242
divorced	3,137	168	3,305
widow/widower	1,207	442	1,251

4. Type of offenses committed by offenders:

Type of Offenses	Number of Offenders	
	Male	Female
aggravated assault	708	29
arson	83	4
auto theft	242	10
burglary	152	6
curfew and loitering law violation	0	0
driving under the influence	394	16
drunkenness	87	3
embezzlement	144	6
forcible rape	183	0
forgery and counterfeiting	499	21
fraud	121	6
gambling	144	6
larceny \$50 and over	3,985	166
liquor laws	308	13
manslaughter by vehicle	675	28
murder and non-negligent manslaughter	957	40
narcotic drug laws	705	30
offenses against family and children	85	0
other assaults	131	6
prostitution and commercialized vice	0	0
robbery	1,916	80
runaways	0	0
sex offenses except forcible rape and prostitution	337	0
stolen property: buying, receiving, possessing	106	5
suspicion	0	0
traffic violation	303	12
vagrancy	0	0
vandalism	0	0
weapons: carrying, possessing	234	9

5. Type of offenses committed by offenders, length of sentences of offenders, amount of time remaining to be served for offenders:

Period of Time	Number of Offenders Sentenced		Number of Offenders Time Remaining to be Served	
	Male	Female	Male	Female
30 days			603	15
60 days			117	13
90 days			123	27
6 months	739	43	233	16
8 months			132	23
1 year	971	57	1,317	151
1 - 2 years	1,653	68	1,561	73
2 - 3 years			1,873	15
3 - 4 years	3,390	143	2,732	18
4 - 5 years			2,031	17
5 - 10 years	2,895	101	647	15
10 - 20 years	2,179	69	614	53
life	571	6	571	6
Total	12,398	487	12,554	442

6. Occupation of offenders:

Type of Occupation	Number of Offenders	
	Male	Female
clerical and kindred workers	11	47
craftsmen, foremen, and kindred workers	71	0
farm laborers and foremen	3,613	23
farmers and farm managers	103	0
fisherman	213	0
laborers, except farm and mine	5,716	27
managers, officials, and proprietors, except farm	213	15
military	1,988	0
operatives, and kindred workers	9	10
private household workers	0	143
professional, technical, and kindred workers	573	17
sales workers	32	98
service workers, except private household	2	32
students	1,771	30

7. Mental ability range of offenders:

Mental Ability Range	Number of Offenders		Test Used to Obtain the Mental Ability Score
	Male	Female	
50 - 60	252	9	To be obtained
61 - 70	503	18	
71 - 80	879	31	
81 - 90	1,507	53	
91 - 100	6,277	221	
101 - 110	1,506	53	
111 - 120	878	30	
121 - 130	502	17	
Over 130	251	8	
Total	12,555	440	

8. Grade level range of offenders:

Educational Level	Number of Offenders	
	Male	Female
Grade 1 - 3	560	4
Grade 4 - 6	1,000	158
Grade 7 - 9	5,007	130
Grade 10 - 12	5,466	137
Grade 13 - 14	380	6
College	52	3
Master's	63	4
Ph. D.	2	0
	171	

9. Religious affiliations of offenders:

Religious Affiliations	Male	Female
Protestant	6,272	221
Catholic	3,136	110
Jewish	1,255	15
Moslem	1,255	21
Buddhist	0	0
Other (Specify)	0	0

10. Ethnic backgrounds of offenders:

Ethnic Groups	Male	Female
American Indian	286	8
Black/Negro/Afro-American	6,615	379
White/Caucasian	5,597	154
(Spanish Surnames) Cuban,	1	0
Mexican American,	3	0
Puerto Rican	3	0
Mexican	0	0
Eskimo	0	0
Chinese	1	1
Japanese	2	0
Hawaiian	0	0
Filipino	0	0
Other (Specify)	0	0

11. Leisure time interests of offenders:

sports	X
hobbies	_____
movies	_____
reading	_____
television	X
arts and crafts	_____
games	X
music	_____
Other (Specify)	_____

You will note that some of the figures do not agree totally with others given. The reason is that this is information which was gathered very quickly; it is in rough form, and is being clarified at the present time. The obvious need to me from this survey is that a decision must be made as to whether or not the State of North Carolina is willing to make a commitment in doing something about its prisons? If its belief is that education is rehabilitative, and apparently it is, then sound planning needs to take place. That planning cannot be done without financial and staff support. It is hoped that the Legislature can be persuaded in the future to set aside an adequate amount of funds to help the Department of Community Colleges to be the designated agency to design and implement a full-blown quality educational program for prison inmates. This would mean a detailed assessment such as we have begun of educational needs. It would mean a re-ordering of priorities in terms of construction taking place in Correction; it would mean an extensive program in staff development for correctional officials. That need cannot be understated. It would mean the top administrative positions in the Department of Correction would not be filled by political appointees but instead be filled with professionally trained penologists. This is our aim.

The 1975-77 state budget for Corrections was chopped from \$75 million to \$6 million. It is expected that we will have an increase of 1,000 prisoners next year. An exacerbating, already terrible situation, it is time that something is done about this; we hope that our efforts will make a difference.

DELIVERING COMPREHENSIVE COMMUNITY EDUCATION SERVICES
TO EDUCATIONALLY DEFICIENT ADULTS

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The overall goal of this project was to expand and strengthen the adult basic education programs in Virginia school divisions through the design and implementation of more comprehensive educational delivery systems for adults in Virginia communities.

Introduction to the Problem

In many American communities and school systems, adult educators are attempting to make an impact on the enormous problem of the educational deficiencies of adult citizens in our society. It has been suggested recently by researchers that one of the shortcomings in programs for educationally deficient adults has been their inability to help develop effective literacy skills which go beyond simply reading

and writing. These skills include understanding one's own concrete situation, becoming clearer about one's intentions to accept or change it, and beginning to take actions to invent and discover new ways to actualize these situations.

Warren Ziegler suggests that "Adult Basic Education rhetoric and methods" have not been totally successful in providing persons with reasons for changing themselves. For many people, going back to school to learn to read and write is a very painful experience. Traditionally, we have argued that by having basic educational skills, Americans can hold jobs and become contributing members of our society. However, adult basic education continues to be viewed as an adjunct branch of the formal educational system. Public policies provide grudging support for those adult learners who did not make it through the formal system. Public education policy does not recognize that adult basic education and adult learning represents needs, goals and actions fundamentally different from the custodial, economic and socialization functions of youth education.

There is a crucial need for developing an expanded approach to problems faced by educationally deficient adults. The issue of literacy goes beyond reading, writing and computation skills. Americans are faced with a wide range of social, political, economic and personal problems which are forcing them to become more precise in defining attitudes toward one another. In addition, human interaction patterns are influenced by the combination of societal

problems faced by everyone. The ability to deal with these problems will be affected by a combination of basic literacy skills and the civic skills needed to survive in today's rapidly changing society.

The results of a recent national study, "Adult Functional Competency," has implications for educational practices which can be used to make educational systems more responsive to the needs of both clients and society. A comprehensive delivery system of educational, social and community services available to all educationally deficient adults can be implemented by coordinating existing multi-institutional efforts and by maximizing the available human and physical resources available within communities. The Community Education delivery system has the potential for building upon and enhancing adult basic education services by designing programs and services that emphasize the development of expanded and effective literacy skills.

Community Education and Adult Education Linkages

Community education is particularly appropriate to adult education since a large portion of the participants in its programs and activities are adults. Many of the goals of community education are similar to those of adult education. More importantly, community education is committed to the reconstruction of a total educational process which organizes the community so that its members interact, identify local resources, and become totally involved in the solutions of their own problems as well as those of their community.

In essence, community education is a process which mobilizes untouched physical and human resources within a community resulting in educational, cultural and social growth for its members, from birth until death.

One misconception should be corrected at this point. Community education is a totally different notion than community control of schools. Community education directs its efforts at redefining the purpose, audience, and intent of education and decision-making authority. These efforts are accomplished by involving the community in the process of deciding what the school can or should be used for. Proponents of community control of schools, on the other hand, first accept the existing educational process without changes and then concentrate their efforts on who should have the control of the decision-making processes within the existing structure.

Virginia Community Education/Adult Basic Education Project

The Mid-Atlantic Center for Community Education at the School of Education, University of Virginia, was awarded a Title VI Federal Adult Education Act Section 309 grant to implement a statewide demonstration training project on developing a comprehensive delivery system of community education services for adults. The project was a cooperative effort between the three Virginia Centers for Community Education located at the University of Virginia, Virginia Polytechnic Institute and State University, and the Virginia Department of Education.

A) Awareness Conferences and Regional Workshops

There were five objectives to which the project leadership directed their efforts. The first objective was to acquaint Virginia Adult Basic Education Coordinators and Adult Education Supervisors with the concept of community education and its components for expanding services to educationally deficient adults. This goal was accomplished by conducting a three-day state-wide conference at the Sheraton Inn in Fredericksburg on January 13, 14, and 15, 1976. The conference was attended by approximately 60 adult education leaders from throughout Virginia. In addition, five state-wide community education multi-media workshops were provided to all adult coordinators, supervisors and directors. These five programs included approximately 85 people that were directly involved in adult education programs or adult education/community education study groups as a result of this project. To the original objective, a sub-objective resulted from this project. The staff developed four intensive local awareness planning meetings at sites in Newport News, Prince William County, York County and Richmond City. To continue this new development, three or four more awareness planning meetings are already being developed for 1976-1977.

B) Technical Assistance

The second project objective was to provide technical assistance to adult basic education coordinators and school divisions who desired to strengthen their existing programs by exploring the

potential for developing a comprehensive system of community education services. A result of this Adult Basic Education project was from one to four individual on-site follow-up visits and field services being provided to 17 communities and areas throughout Virginia which involved over 1000 man days being committed to study groups, planning sessions or program development. A direct outgrowth of this project has been the development of five intensive planning sessions to be conducted throughout Virginia during 1976-1977.

C) Demonstration Sites

The third objective was the selection of demonstration sites where the community education approach was to be implemented and administered. Although it was originally proposed that only two sites would be selected, a mid-year project supplementary grant provided funds for the selection of three additional demonstration sites. The identified five public school community education/adult basic education project demonstration sites included: Falls Church, Charlottesville City, Clifton Forge, Pittsylvania County and Fairfax County.

D) Intensive Training Experiences

The fourth project objective was to provide methods that emphasized the greater utilization of existing human and physical resources in communities as well as stressing cooperation between agencies in order to make better use of financial resources. This was accomplished by providing an intensive training experience for 13 individuals from the Commonwealth of Virginia at the National

Center for Community Education in Flint, Michigan. In addition to this group, the project staff participated in an intensive in-service training experience in Flint, Michigan with another group from Virginia. This experience allowed these individuals to explore the potential for cooperative linkages between professionals who plan and offer adult basic education services and professionals who plan community educational services.

E) Resources and Reference Materials

The final objective of this project was to develop and produce specialized materials on community education designed particularly for use by adult basic education coordinators and instructors. General resource packets and a bibliography of adult education materials were developed and distributed to all Adult Education Coordinators associated with the project. In the development process is a case study of the community education/adult education linkages in Pittsylvania County. This community education/adult education case study should provide a valuable resource manual for future use. In addition, the project staff is preparing a community education/adult education resource kit for local distribution to study groups and task forces who are in various stages of studying the concept of community education and for designing comprehensive educational services.

Community Education/Adult Basic Education Project Overview

The overall goal that was initiated with this project was to expand and strengthen the adult basic education programs in

Virginia school divisions by seeking to design and implement a more comprehensive delivery system of services to adults in Virginia communities. The basic goal was met with high success by developing initial awareness and exposure to community education concepts by adult education personnel throughout the state. Opportunities were available for all directors and coordinators of adult basic education projects in Virginia.

A major feature of this project was the initiation of the special community education/adult basic education demonstration sites. Due to supplementary funding, the initial expectation was expanded from two to five sites. The expected value was to develop cooperative efforts and linkages between agencies as it relates to community education efforts and adult education services. A solid foundation and working relationship has been established at the state level with the Division of Adult Education Services. Contact with numerous school divisions was made which would not have been possible without the funding of this project. This outreach has also strengthened the services of the three centers for community education at the University of Virginia, Virginia Polytechnic Institute and State University, and the Virginia Department of Education. The documentation and the demonstration of the ability to coordinate the unique resources, services, and assistance of the three centers in the Commonwealth of Virginia were evident in those individuals who were involved in this program. An indication

of the interest and support activities that will be carried out in the future include a number of ongoing community education/adult education task forces that were established under this project. There are also a number of individuals from public school education programs who have expressed a desire to participate in future training opportunities.

The benefits to educationally deficient adults of a well designed and carefully implemented community education program are numerous. Increased school/community relations can result in an improved educational climate. As building use increases, there is usually a corresponding increase in the number of cooperative relationships that develop between community and educational agencies. Ultimately, a change in attitudes toward educational services on the part of educationally deficient adults can improve the quality of life in Virginia communities.

1976 VIRGINIA ABE DISSEMINATION CONFERENCE

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